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The Influence of Mentoring, Self-Efficacy and Perceived Organizational Support on Commitment among Novice Adventist Teachers

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ABSTRACT

THE INFLUENCE OF MENTORING, SELF-EFFICACY AND PERCEIVED ORGANIZATIONAL SUPPORT ON COMMITMENT AMONG NOVICE ADVENTIST TEACHERS IN NORTH AMERICA

by

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ABSTRACT OF GRADUATE STUDENT RESEARCH

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Title: THE INFLUENCE OF MENTORING, SELF-EFFICACY AND PERCEIVED ORGANIZATIONAL SUPPORT ON COMMITMENT AMONG NOVICE ADVENTIST TEACHERS IN NORTH AMERICA

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Problem

Previous research indicated that mentoring impacts teacher commitment positively. However, there was a gap in the knowledge regarding the influence of mentoring on novice Seventh-day Adventist (SDA) teacher commitment in North America. The Adventist education system differs in significant ways from the public school system, and novice teachers need support.

Purpose

The primary purpose of this study was to examine the influences of mentoring, self-efficacy, and organizational support on SDA novice teacher commitment (0 - 5 years' experience). The secondary purpose included identifying the characteristics of

effective mentors and mentoring programs, while exploring novice teachers' current experiences of mentoring, and comparing novice and mentor expectations of mentoring.

Method

A mixed-method research design was used; the quantitative phase used two online surveys (one for novices, the other for mentor teachers). The novice teacher survey collected data on demographic characteristics, mentoring experiences, teacher self-efficacy, and perceived organizational support. Mentor teacher surveys collected data on demographic characteristics and mentoring experiences. The qualitative phase used interviews, observations, and artifacts to collect data on teacher mentoring experiences. Fifty-four novice teachers (0 to 5 years' experience) and thirty-four mentor teachers participated across the North American Division of Seventh-day Adventists (NAD) during the 2019-2020 academic year. Quantitative data were analyzed using descriptive statistics and hierarchical linear regression. Qualitative data was collected from subsets of mentored and non-mentored novice teachers (*N = 10*), and mentor teachers (*N = 13*). Qualitative data was organized into themes, using descriptive coding.

Results

Novice teachers' experiences varied across the NAD. Some teachers had assigned mentors (micro-mentoring), others had access to an instructional coach for the conference (macro-mentoring), and some reported informal mentoring. About 20% had never been mentored. Some had structured programs at their school or conference level; others met with mentors as needed; some never met with their mentors. Both micro- and macro-mentoring models were observed, and artifacts were collected.

Novices and mentors had similar expectations of the responsibilities of mentors and mentor programs. Both groups valued listening skills and help with instructional support. Mentors indicated that mentor programs needed structure and accountability.

Novices had moderate levels of commitment (*M = 4.27, SD = 0.96)*, as well as moderate levels of implementational (*M = 4.04, SD = 0.71*), instructional (*M = 4.37, SD = 0.79*), and relationship efficacy (*M = 3.96, SD = 0.97*). Perceptions of administrative support were also moderate (*M = 3.55, SD = 1.34*).

Mentoring had no effect on teacher commitment (*r = 0.05*). Hierarchical linear regression indicated that teacher mentoring, teacher self-efficacy and perceived organizational support as a set explains about 38% of the variance in teacher commitment (*F(5,48)* = 9.28, $R^2 = 0.437$, *Adjusted* $R^2 = 0.379$, $p < 0.001$), but only administrative support ($\beta = .467$, $p < .001$) and relationship self-efficacy ($\beta = .334$, $p = 0.02$) are significant predictors of teacher commitment.

Qualitative interviews and observations (*N = 10*) revealed moderate to high commitment levels. Those with formal mentors or coaches felt supported, while those with no mentors wanted mentor support. Novice teacher themes included *commitment to student success, sense of mission, inconsistent support, appreciation of support,* and *growing professionally over time.* Novices and mentors said mentoring should include three aspects: *emotional support, teacher qualifications,* and *coaching skills*. Mentors had a *passion for novice success,* enjoyed *reciprocal learning and growth,* and wanted *accountability* for mentoring programs. Both traditional (mentor-novice) meetings and coaching sessions were observed. Some schools had mentor programs, others did not.

Conclusion

The findings indicated that novice Adventist teachers who feel supported and have high self-efficacy are more likely to remain committed to the teaching profession. Mentoring models in Adventist schools include micro- or macro-mentoring, as well as informal support. Structure and accountability, at the school or conference level is needed. At this time, there are inconsistent levels of support across the NAD. This study has implications for educational leadership, including potential roles for teacher leaders. Conferences and principals need to examine ways to improve support for novice Adventist teachers. Improving teacher support can lead to improved student instruction.

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A Dissertation

Presented in Partial Fulfillment

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APPROVAL BY THE COMMITTEE:

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Member: Jimmy Kijai	
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Member: Larry Burton	
_____	_____
External: Ruth Horton	Date approved

DEDICATION

To the Lord, and to my wonderful husband who encouraged me to pursue this degree. You are a gift from God!

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS

AC	Abstract Conceptualization (Kolb, 1981)
Adventist	Seventh-day Adventist denomination
AE	Active Experimentation (Kolb, 1981)
ASTR	Office of Archives, Statistics, and Research
CCSSO	Council of Chief State School Officers
BEST	Beginning Educator Support Team
CE	Concrete Experience (Kolb, 1981)
CIRCLE	Curriculum and Instruction Resource Center Linking Educators
DOE	US Department of Education
ESM-1	Novice Teacher Efficacy, Support, and Mentoring Survey
ESM-2	Mentor Survey
NAD	North American Division of Seventh-day Adventists
NADET	North American Division Education Taskforce
NCES	National Center for Education Statistics
PIE	Partners in Education
PLCs	Professional Learning Communities
POS	Perceptions of Organizational Support
PSS	Positive Supervisor Support
RO	Reflective Observation (Kolb, 1981)
SASS	Schools and Staffing Survey
TFS	Teacher Follow-up Survey
VM	Virtual Mentoring

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CHAPTER 1

INTRODUCTION

Introduction

Novice teachers are leaving the profession at an alarming rate. Many new teachers enter the classroom with a passion for teaching. They are hit with the reality that grading papers, constructing exciting lessons, and helping struggling students is only part of what constitutes success. The level of commitment each individual brings to the profession is important. Novice teachers can become overwhelmed, and though they wanted to be teachers, they leave for other pursuits.

Teacher attrition is costly. While expensive for schools and districts, more importantly, student achievement suffers (Watlington et al., 2010), especially in communities with high numbers of at-risk students (Barnes et al., 2007). Costs incurred include those of separation, replacement, training, and the effect on the teacher who is leaving (Milanowski & Odden, 2007).

Public and private K-12 schools lose teachers for a variety of factors. Some teachers leave the overcrowded and challenging conditions of teaching in high-poverty areas (Craig, 2014). Others retire, further their education, or stay home to care for family members. Some move because of a spouse's job transfer. Others suffer an identity crisis and search for something different in their lives (Towers & Maguire, 2017). Teachers may feel a lack of support and professional development or struggle with teacher efficacy

in classroom discipline and agency (Buchanan, 2012). Sometimes very qualified teachers leave to avoid conflict (e.g., the political environment of the school), high stress, and/or inconsistent support (Craig, 2014). High levels of stress, which can be caused by several factors, can cause teachers to leave the teaching profession (Farmer, 2020).

Many novice teachers leave the teaching profession within their first few years of teaching. Preliminary findings from studies conducted by the US Department of Education (DOE) indicate that about 17% of new teachers in public schools exit the teaching profession within the first five years (Gray & Taie, 2015). According to Shaw and Newton (2014), more than a third of new teachers leave the profession in the first five years. Previous research indicated that as many as fifty percent of all new teachers left the profession within the first five years (Smith & Ingersoll, 2004).

For each year of the DOE study (after the first year), the percent of teachers still teaching was higher among teachers who had a mentor their first year than among those who did not. In 2008-9, 92% of teachers with a first-year mentor were still teaching, while 84% of those who were not mentored remained in teaching. In 2009-10, 91% remained, compared to 77%. In 2010-11, 88% of those with first-year mentors were continuing to teach, while 73% of those with no mentors were teaching. In 2011-12, 86% of those with first-year mentors were still teaching, while 71% of those unmentored were still teaching (Gray & Taie, 2015). Novice teachers who were given a mentor during their first year had higher retention by the end of the fifth year.

Teacher staffing problems can be caused by a “revolving door;” new teachers entering the profession only to leave within a few years (Brill & McCartney, 2008; Smith & Ingersoll, 2004). Turnover rates for teachers in their first year of teaching are doubled

for teachers who did not do student teaching and lacked teacher education coursework when compared to those who completed a teacher education program and student teaching (Darling-Hammond, 2010). Beginning teachers hired on a temporary contract, such as a substitute teacher or short-term temporary position, are more likely to leave than novice teachers in more permanent contract positions (Latifoglu, 2016). Teachers prefer the job security of permanent teaching positions.

Teacher turnover at K-12 schools is a perennial problem, especially in urban, high minority, high-poverty areas (Ingersoll & May, 2010). During the past two decades, student enrollments have increased, and the number of retiring teachers has increased. There is a need to retain qualified teachers in the profession (Ingersoll & Perda, 2010). New teachers face a variety of challenges. Novice teachers may be overwhelmed with workload responsibilities, classroom management issues, student learning assessment, and the overall picture of what it means to be a teacher (Keskin et al., 2018).

Some new teachers leave teaching because they are not satisfied with the job, being dissatisfied with school policies, the workload, and/or parent relations. The biggest reason for attrition may be a lack of future prospects (Struyven & Vanthournout, 2014). Teaching encompasses many factors, and new teachers can become discouraged and burned out. A lack of healthy work-life balance and lack of support can contribute to teacher attrition (Latifoglu, 2016). Turnover can happen at all levels and grades, but certain areas have unusually high rates, such as special education (Williams & Dikes, 2015).

Attrition is a problem at various levels of instruction. A small study of middle school teachers found that good teacher preparation programs and teaching commitment

helped some teachers stay in education. Classroom management issues, curriculum implementation, and organizational skills led others to consider leaving (Mee & Haverback, 2014). Curtis (2012) examined the reasons middle and high school math teachers entered the educational field and why they left. Many wanted to work with students, loved math, and wanted to make a difference, but low salaries, teacher blame for student underachievement, and lack of administrative support led some to leave.

Similar factors account for attrition in other countries. Improving teacher retention by offering coaching, reducing workload, and providing a positive social network for teachers was recommended in the Netherlands (den Brok et al., 2017). More than individual competence, contextual and organizational factors played a crucial role in novice teachers' intentions to return the following year (Tiplic et al., 2015). Workload was the primary reason novice teachers in the United Kingdom left. Personal circumstances, specific school situations, and the quest for a new challenge or higher salary were also factors (Smithers & Robinson, 2003). Early career teachers in Australia faced student engagement and behavioral issues and isolation in various forms (physical, geographic, professional, and emotional) at their schools (Buchanan, et al., 2013).

Several countries around the world have improved teaching conditions and reduced attrition with a concerted effort to improve teacher preparation, mentoring, and provision of other types of support. They sought to elevate respect for the teaching profession. Governments help pay for teacher education programs. The countries which experienced lower attrition and provided a more substantial education commitment included Finland, Singapore, Canada, and Australia (Darling-Hammond, 2017). In the

United States, teacher attrition levels may be explained by a reduced level of commitment to the teaching profession. Teacher commitment can be affected by many variables.

Having a seasoned teacher to "show the ropes" can help a novice meet first-year teaching demands. Many teachers begin their careers with a lack of confidence in their abilities, which can affect educators at all levels, including at the university level (Martinez, 2008). Many schools offer mentoring programs to help novices transition into their careers, building confidence (or efficacy) in their abilities. Teachers can learn from older or younger colleagues (Geeraets et al., 2018).

A growing body of research suggests that mentoring new teachers can improve skills (Aderibigbe, 2013) and help novice teachers transition to their jobs (Curran & Goldrick, 2002). Novices who receive mentoring have higher job satisfaction and are more committed to their jobs (Ingersoll & Strong, 2012). Mentoring can help lower attrition rates (Brill & McCartney, 2008), thereby increasing teacher retention (Smith & Ingersoll, 2004) among beginning teachers (Barrera et al., 2010). Studies have examined qualities of good teacher mentoring programs (Arnold-Rogers et al., 2008), designing mentoring programs (Blair-Larsen, 1998), positive effects of mentoring programs (Callahan, 2016), training mentors (Ambrosetti, 2012), collaborative mentoring (Bickmore, 2013), responsibilities and roles of mentors (Bullough, 2012), and feedback from mentors (Barrera et al, 2010). Links between beginning teacher induction and retention have been found. Essential factors for teacher retention included having a mentor in your subject area and common collaboration time (Ingersoll, 2012).

Novice teachers who receive mentoring have higher job satisfaction levels, improved ability to develop lesson plans, more effective classroom management

strategies, better questioning techniques, and enhanced student achievement (Callahan, 2016). Smeaton and Waters (2013) recommended that novice teachers receive mentoring to scaffold learning as they embark into the teaching profession.

In numerous studies, mentoring has been shown to have a positive effect on teacher commitment (Ingersoll & Strong, 2011; Darling-Hammond, 2011; Kaiser & Cross, 2011; Smith & Ingersoll, 2004; Curran & Goldrick, 2002). Most studies were conducted using formal mentors, meaning that their district or school had formally assigned a mentor. Little research has examined the effect of informal mentoring; one study showed that informal mentoring provided complementary support to novice teachers who had formal mentors. In-school mentors had more interactions with novices than formal or informal mentors outside the school site. Novices appreciated the support provided by both types of mentors (Desimone, et al., 2014).

Mentoring, teacher self-efficacy and perceptions of organizational support could affect the decision to remain to teach the following year and beyond. This study will explore the influence of mentoring, self-efficacy and support on teacher commitment. These factors will be discussed in Chapter 2.

Statement of the Problem

A review of the literature suggests that mentoring can have a positive impact on the professional lives of teachers, lowering attrition rates during the first few years and increasing commitment to the profession. Data indicates that attrition rates in private schools are higher than in public schools (Keigher, 2010), but there is a gap in the knowledge about the significance and value of mentoring in Seventh-day Adventist schools. Little research has examined the effect of mentoring on novice Adventist teacher

commitment. Adventist schools differ from public schools in various ways, and may require different ways to support teachers.

Purpose of the Study

The purpose of this study was to examine the influence of mentoring, self-efficacy and perceptions of organizational support on novice Adventist teacher commitment to the teaching profession. The secondary purpose was to identify the characteristics of effective mentors and mentoring programs, while describing novice teacher mentoring experiences and examining expectations of novices and mentors.

The outcome variable was teacher commitment. This variable was defined as a teacher's commitment to continue teaching the following school year (whether at the same school or a different school) and being an educator for many years. The independent variables included: teacher self-efficacy, perceptions of organizational support, and mentoring. Data regarding age, gender, geographic location of the school, and school size were also collected.

Teacher self-efficacy was defined as the perception of one's confidence in teaching ability. Perceptions of organizational support (POS) refer to teacher perception of support by the organization or institution. Mentoring indicates receiving personal and practical support from a veteran teacher, for novice teacher success.

Conceptual Framework

For quantitative research, the researcher must develop a theoretical or conceptual framework to undergird the research. This framework attempts to explain the relationships among variables and to identify the central hypotheses. Components include

prior use of the theory, its applications in research, and how it relates to the proposed study (Creswell, 2014). The conceptual framework guides statistical analysis.

To understand novice teachers' learning processes, the researcher used the theory of experiential learning, developed by David Kolb (Kolb, 1981). Experiential learning theory describes the adult learning cycle in four stages. The first stage is concrete experience (CE). At this stage, the learner performs a concrete task. At the second stage, reflective observation (RO), the learner reflects on what was learned in the activity. The third stage, abstract conceptualization (AC), is when the learner processes what is known. Finally, in the fourth stage of active experimentation (AE), the learner applies the learning activity principles to a new situation, beginning at any stage and continuing through the cycle (Kolb, 1981).

Adults learn in a self-directed context-specific way, especially when reflecting upon their learning and applying it in a real-world context. Kolb's theory enabled understanding of the learning process. Applied in this study, it is hypothesized that the independent variables (mentoring, self-efficacy, and perceived organizational support) influence the dependent variable (teacher commitment), assisting in the learning process.

Mentoring may allow the novice teacher to navigate the steps in Kolb's theory more quickly than without mentoring. With guidance, the novice learns new techniques, uses them, reflects, and applies this knowledge to new classroom situations. Using targeted feedback, goal-directed practice, and mastery learning can help students acquire skills (Ambrose et al., 2010). Teachers with a growth mindset, or the desire to learn and grow in their profession, can improve their skills (Council of Chief State School Officers

[CCSSO], 2013, April). A culture of learning at the school contributes to individual growth mindset, where teachers feel confident asking for help and growing their abilities.

It is hypothesized that teachers can grow through Kolb's experiential learning stages more effectively in a culture of mentoring than in one without such a culture, especially when they possess a growth mindset (Dweck, 2016). Figure 1 shows the relationships among the factors of the hypothesized model; the researcher conceptualized the variables as having a linear relationship: (1) The novice teacher receives mentoring, increasing teacher perception of organizational support and teacher self-efficacy, thus increasing teacher commitment to the profession. (2) The novice teacher does not receive mentoring; teacher perception of organizational support and teacher self-efficacy decrease, decreasing teacher commitment to the profession. (3) Best practices for mentoring and characteristics of effective mentors greatly influence mentoring success.

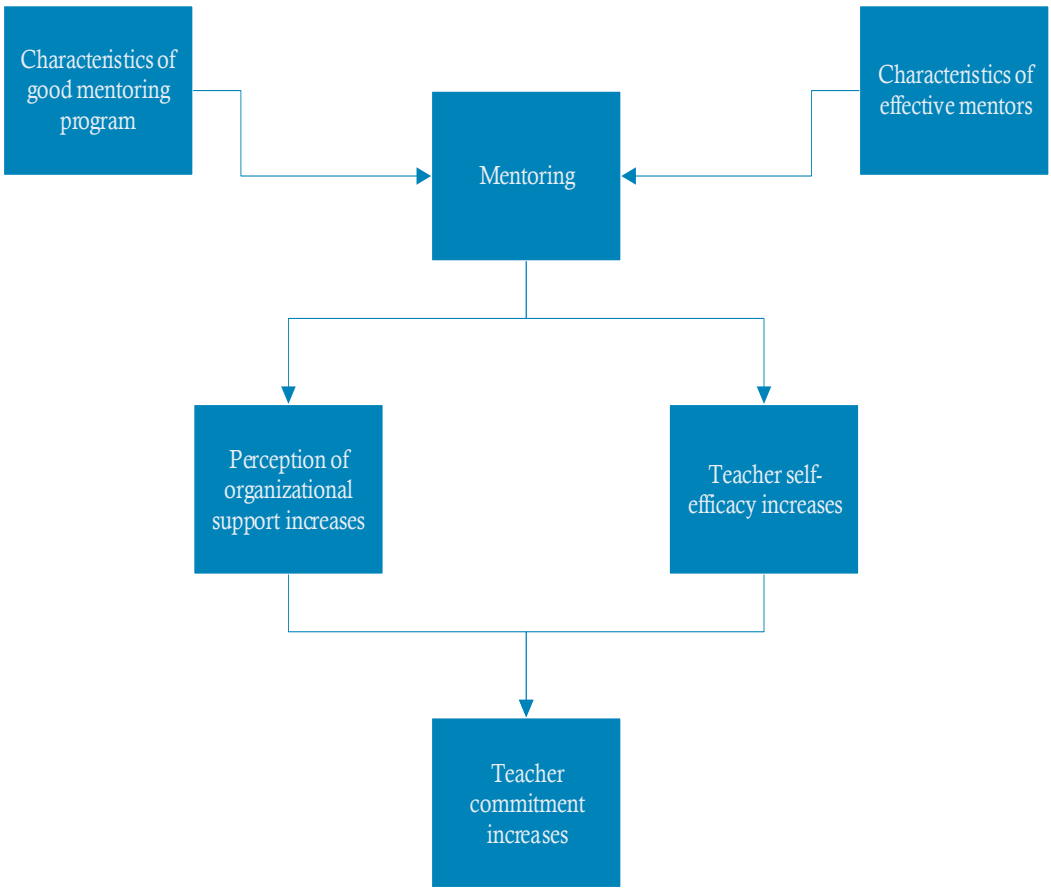
Research Questions

This study used a mixed-methods design. Mixed-methods research provides a more complete description of what is being studied than when qualitative or quantitative methods are used alone. Quantitative research answers questions regarding what, who, and how many, while qualitative research answers why and how (Frels & Onwuegbuzie, 2013). In this study, a mixed-methods approach provided a more complete understanding of the relationships between variables.

The first part was a quantitative descriptive non-experimental survey research design. Quantitative survey research assesses attitudes, trends, or opinions of a population using a questionnaire administered to a sample of the population (Creswell, 2014). For this portion of the study, there were four research questions:

Figure 1

Factors for Increasing Teacher Commitment



The first part was a quantitative descriptive non-experimental survey research design. Quantitative survey research assesses attitudes, trends, or opinions of a population using a questionnaire administered to a sample of the population (Creswell, 2014). For this portion of the study, there were four research questions:

1. What is the nature of mentoring for novice teachers?
2. What is the relationship between novice teachers' perceptions of important mentoring characteristics and mentor teachers' perceptions of important mentoring characteristics?
3. What are the levels of teacher commitment, self-efficacy, and perceived organizational support among novice teachers?
4. To what extent is teacher commitment related to self-efficacy, mentoring, and administrative support?

The second part of this mixed-methods study was a qualitative research design. Qualitative research studies meaning in peoples' lives, examines real-world contexts, seeks new perspectives, attempts to explain social behavior, and gathers multiple sources of data from which to draw conclusions (Yin, 2016). Creswell (2013) identified five major approaches to qualitative research design: *narrative*, *grounded theory*, *phenomenology*, *ethnography*, and *case study*. The *narrative* approach studies the life of an individual. *Grounded theory* explores everything on a specific topic that has been inadequately researched to develop a theory grounded in the research. *Phenomenology* seeks to obtain a deeper understanding of a unique phenomenon. *Ethnography* studies a particular ethnic or people group. Lastly, *case study* examines an individual or a few individuals, drawing themes from their experiences.

For the current study, the researcher used the *case study* approach, using a multi-site, multi-case study of several novice teachers in the Adventist education system to gain a deeper understanding of novice teachers' experiences. The effects mentoring programs had on the experiences of these novice teachers were critical to examine.

The following research questions guided the qualitative portion of this study.

1. How do novice teachers in Adventist schools describe their experiences of having a mentor?
2. How do novice teachers describe changes in their commitment to the teaching profession over time?
3. What would an effective mentoring program look like in Adventist schools?

Significance of the Study

This study's results have the potential to improve the practice of teaching for novice Adventist educators, inspiring administrators to increase the levels of support offered to novice teachers. The results have implications for teachers and administrators, as well as teacher training programs. Professors can help prospective teachers learn to collaborate and support each other, in formal and informal ways.

Definition of Terms

Adventist: Reference to schools organized and maintained by the Seventh-day Adventist Church in North America.

Adventist boarding academies: Adventist high schools (grades 9-12) where students live, work, and attend school. This term is often contrasted with “day schools,” which refers to all other Adventist schools, in which students attend school, going home at the end of the day, as in public schools.

Adventist elementary schools: Religious schools encompassing any or all grades K-8. There may be a single grade per classroom or groupings of two, three, or more grades. Schools can include K-6, K-8, and preschool or pre/preschool (includes three or four-year-old students). It can also apply to a one- or two-teacher school.

Adventist junior academies: Adventist schools ranging from K-8 or K-10.

Coaching: The use of an instructional coach hired by the conference to meet novice teachers' needs throughout the conference. A conference might have one or more instructional coaches. Coaches can provide in-service training during pre-session programming before the school year begins and help individual teachers through the school year. Coaches may assist struggling teachers at any time. The researcher defines this type of mentoring as "macro-mentoring."

Comprehensive mentoring program: This term varies in meaning depending on the program. Based on the literature review, this study defines a comprehensive mentoring program as a program which provides each novice teacher with a mentor or coach. Mentors provide support and feedback. The conference or school sets clear expectations for mentors and novices. A principal or mentor leader oversees the mentor-novice teams. Ideally, mentors receive training before being assigned to a novice.

Confidence levels/levels of efficacy: Feelings of confidence in teaching abilities.

Education superintendents: In Seventh-day Adventist schools, this individual(s) corresponds to the district superintendent in a public school system, maintaining oversight over some or all schools within the conference. Some education superintendents lead a coaching/mentoring program.

Formal mentoring: A mentor is assigned to one or two novice teachers in order to assist them in the first year or two of teaching. Formal mentors provide classroom management ideas, teaching strategies or resources, and encouragement and assistance assimilating into the culture of the school environment.

General Conference of Seventh-day Adventists: The governing body of the world church for Seventh-day Adventists. The General Conference (GC) is headquartered in Silver Spring, Maryland, and consists of 13 Divisions worldwide. Each Division is subdivided into Unions. Each Union oversees a number of local conferences.

Geographic location: School location. The categories urban and suburban were combined to denote teaching in a populous area. Rural refers to remote locations.

Informal mentoring: When a novice teacher has no formal mentor but receives support through informal means (veteran teacher, principal, conference official, retired teachers may provide guidance).

Local Conferences: Within each Union Conference, there are several local conferences. Local conferences are composed of regions that vary from sections of a state, to single states, or two or more states or all the Adventist schools and churches in a part of a state. For example, within the North Pacific Union Conference, there are six local conferences: Alaska Conference, Washington Conference, Upper Columbia Conference, Montana Conference, Oregon Conference, and Idaho Conference.

Macro-mentoring: The practice in some large conferences within the Adventist school system, in which a coach(es) mentor many novice teachers throughout the conference. The coach(es) meets with novices during pre-session programming before the start of the school year, during the year for in-service programming, and observe and

provide feedback to individual teachers throughout the conference. This term contrasts with micro-mentoring or traditional mentoring, defined below.

Mentees: Novice teachers who are being mentored; also called novices.

Mentoring programs: An organized program at a school where mentors pair with novices to provide guidance and support. Mentoring is part of teacher induction.

Mentors: Experienced (veteran) teachers who provide guidance and support to novice teachers.

Micro-mentoring: The traditional mentoring model, in which one veteran teacher is paired with one or more novice teachers to provide support.

North American Division (NAD): The North American Division of Seventh-day Adventists, one of eight Divisions of the worldwide Seventh-day Adventist Church. The NAD encompasses all Seventh-day Adventist churches and schools within the continent of North America, and includes the Guam-Micronesia Mission.

Novice teachers: Novice teachers have less than five years of teaching in the profession (from 0-5 years of teaching to date).

Perceptions of Organizational Support (POS): Novice teachers' perceptions of support by the administrative staff and other teachers. Feelings of support can include a sense of being part of a team, feeling that the staff and administration are willing to help when needed and that they care about the teacher's growth and success.

Scaffolding: Providing assistance to allow a new teacher to "grow into" their role. Similar to supports used in construction, in the sense that they provide support until the structure is able to stand on its own.

School size: This variable classified Adventist elementary and high schools as small (1-3 teachers), medium, (4-10 teachers), and large (11 or more teachers).

Seventh-day Adventist: A member of a worldwide body of Christians who believe in the life, death, and resurrection of Jesus Christ, the Savior. They believe in the Biblical seventh-day Sabbath and eagerly await the return of Christ to earth (the Second Advent). "Adventist" refers to Seventh-day Adventist institutions and church members.

Teacher attrition: The occurrence of teachers exiting the teaching profession and can be applied to teachers who are not teaching at the time of the study.

Teacher burnout: A lack of desire or interest in remaining in teaching, often influenced by multiple factors, including stress, workload, and lack of work-life balance.

Teacher commitment: The decision to continue teaching after the first year, rather than changing to a different career and leaving teaching. Ideally refers to teachers who teach for many years or express their intent to do so.

Teacher efficacy: Measure of perceived instructional empowerment (Burton, 1995). Refers to the level of confidence in one's abilities as a teacher. Efficacy can apply to individual teacher effectiveness or the collective efficacy of the teaching team.

Teacher retention: The construct of teachers remaining in the teaching profession, it includes teachers currently teaching and those who plan to continue teaching the following year, but may apply to a teacher re-entering the profession after some time away from teaching.

Traditional mentoring: The structured pairing of one veteran teacher with one or two novice teachers to provide support through the first one or two years of teaching (also called micro-mentoring).

Union conferences: Administrative units within a Division. The NAD is a Division, comprised of ten Union Conferences, which include the Atlantic Union Conference, Columbia Union Conference, Lake Union Conference, Mid-America Union Conference, North Pacific Union Conference, the Pacific Union Conference, the Southern Union Conference, the Southwestern Union Conference, the Seventh-day Adventist Church in Canada, and the Guam-Micronesia Mission (GMM). Each Union Conference covers a geographic area in North America, except the GMM. Each Union Conference is subdivided into local conferences.

Delimitation

The researcher limited this study to teachers within eight Union Conferences, which included the Atlantic, Columbia, Lake, Mid-America, North Pacific, Pacific, Southern, and the Southwestern.

Overview of Methodology

This study was a mixed-methods study. The first part of the study was a descriptive quantitative non-experimental exploratory survey study, followed by qualitative interviews, observations, and artifact collection.

Population

The target population was all novice elementary and secondary school teachers in Adventist schools across the NAD, mentored and unmentored. Novice was defined as teachers with five or fewer years of teaching experience.

Sample

The researcher attempted to obtain a representative sampling of this population within the Adventist school system.

Variables

The dependent variable was teacher commitment to the teaching profession. Independent variables included the presence or absence of a mentoring program, level of teacher efficacy, teacher perception of organizational support. Demographic information, such as the number of years teaching (0-5), age, gender, school size (small, medium, large), and geographic location of the school (urban/suburban or rural) was also collected.

Quantitative Methods

The statistical measures included frequency distributions, correlations, and hierarchical linear regression.

Qualitative Methods

The second part of this study was qualitative, seeking to understand the experience of novice teacher support in Adventist schools by studying several cases. Interviews were conducted with a sampling of novice and mentor teachers who took the surveys. The researcher also examined artifacts such as manuals and other resources. She observed mentor/mentee meetings (a) to understand how the phenomenon of being a novice teacher was affected by mentoring and (b) to determine which tools or strategies were most effective when mentoring novice teachers. Coaching sessions (macro-mentoring) were observed using naturalistic nonparticipant observations of the meetings. The researcher was aware of the possibility of expectancy effects or researcher bias on study outcomes (Jackson, 2011), and maintained awareness that a teacher may consciously or unconsciously behave differently when being observed.

The experience of novice teachers entering the teaching profession and navigating their daily responsibilities was a phenomenon experienced by all new teachers. Each teacher's response to these challenges can affect commitment to the teaching profession.

Organization of the Study

Chapter 1 discussed the nature of the problem and the reasons for this research study. Chapter 2 reviewed the literature about teacher commitment, mentoring, teacher efficacy, and positive organizational support. Chapter 3 described the methodology for the study. Chapter 4 presented the research results, and Chapter 5, the conclusions, discussion, and recommendations for future study of this topic.

CHAPTER 2

LITERATURE REVIEW

Introduction

Purpose

The primary purpose of this study was to examine the influence of mentoring, self-efficacy, and perceptions of organizational support on teacher commitment among novice Adventist K-12 teachers. The secondary purpose was to identify characteristics of effective mentors and mentoring programs, while describing novice teachers' mentoring experiences and comparing novice and mentor expectations. There was a gap in knowledge about the significance of mentoring in Adventist schools and how these factors affect teacher commitment.

Literature Search Strategies

The researcher obtained access to empirical studies, literature reviews, and reports using several search engines, including EBSCO Host, Academic Search Complete, Google Scholar, and websites for peer-reviewed journals. Keywords included mentoring, novice teachers, attrition, perceived organizational support, teacher commitment, and teacher efficacy. Most articles were found in the James White Library at Andrews University. In some cases, interlibrary loan was used to obtain copies of articles from other academic libraries. Resources from the online library at Capella University were accessed. Reports from the *Journal of Adventist Education* provided in-depth information

about the Adventist education system. Empirical studies were used as much as possible, supplemented by literature reviews. Research about elementary and secondary teachers was included, and subject areas such as music and English teaching.

Overview of the Literature

Teacher commitment will be discussed, as well as the related topic of teacher attrition. Challenges facing novice teachers are examined, and mentoring as a possible solution, is explored. The related factors of teacher self-efficacy and teacher perceptions of organizational support will also be examined. Finally, studies of the experience of novice Adventist school teachers will be discussed.

Teacher Commitment

For this study, teacher commitment is defined as a teacher's commitment to continue to teach for many years. This includes returning to teaching the following school year, whether at the same or different grade level, the same, or another school. It encompasses a mindset of being committed to the profession over a long period. Teachers who retire or work in a different job the following year are not retained in the profession.

Teacher commitment to the profession is a very important factor in the success of schools (Croswell & Elliott, 2004). Teachers must remain passionate about teaching in order to remain committed (Mart, 2012). Teachers who are passionate about teaching develop high standards for students and build relationships with them (Fried, 2001). Committed teachers affect the learning process (Graham, 1996).

According to Firestone and Pinnell (1993), six factors affecting teacher commitment are: teacher autonomy, efficacy, participation, feedback, collaboration, and learning opportunities and resources. There is a close relationship between teacher

efficacy and commitment. Teacher morale and student success are affected by school culture and climate (Bush et al., 2019). Teacher stress as well as climate can affect commitment (Milner & Khoza, 2008). Job satisfaction, pay, work conditions, can all affect the decision to remain.

Professional Identity

A qualitative study interviewed mid-career teachers and identified four themes/activities supporting their ongoing commitment to the profession. The themes were (a) changing over time, (b) seeing the big picture, (c) sticking around, and (d) receiving rewards (Coulter & Lester, 2011). As these teachers' teaching identities evolved over time, they learned to see the big picture rather than getting caught in the details; chose to stick with the profession during highs and lows because they cared about students; and felt the intangible rewards of helping students succeed.

In the report, the phases of the growth process for these teachers were depicted as large circles. In Phase 1, the novice teachers' personal and professional identities were two separate entities, represented as two large, separate circles. In Phase 2, the two identities had merged. By Phase 3, the personal identity circle was largest; within this circle was professional identity, which was depicted as a smaller circle within the larger circle. Within the professional identity circle were several factors, e.g., colleagues, students, and rewards (Coulter & Lester, 2011). Teachers grow over time.

Types of Teacher Commitment

Some scholars distinguish between teacher commitment to their school (organizational commitment) and commitment to the teaching profession itself (Chan et al., 2008). Organizational commitment was defined as "the relative strength of an

individual's identification with and involvement in a particular organization." (Chughtai & Zafar, 2006, p. 39). Factors contributing to teacher commitment to their schools included distributive justice, trust in management, and procedural justice. Justice refers to whether employees felt they were treated fairly both in pay and benefits (i.e., distributive justice) and by procedural justice (i.e., rules and procedures are fair). Those who remain committed to an organization believe in the organization's goals and values, strongly intend to remain with and work on behalf of the organization. Organizational commitment influences a teacher's decision to remain in a school or organization.

Differences in organizational commitment were related to gender and marital status. Single people tended to be less committed to the organization than their married counterparts. Balay and Ipek (2010) examined relationships between organizational culture and organizational commitment. Organizational culture revolves around shared meanings, such as shared vision and mission constructs, and how people interact and relate to one another in the organization (power, role, support, and achievement). Examining the organizational culture and commitment of primary school teachers in Turkey, researchers found that females felt more empowered and supported within the organizational culture than did males. Married teachers demonstrated higher organizational commitment than single teachers, corroborating other research in this area. Teachers with more years of experience internalized a deeper level of commitment to the organization.

The role of the principal is important to organizational culture. As the administrative head of a school, the principal can help create a supportive organizational culture for the teachers. Principals exhibiting servant leadership were positively

correlated with teacher satisfaction and retention at their current schools (Shaw & Newton, 2014).

A teacher may not be satisfied with a particular work environment and may transfer to another school, but remain in the teaching profession. Moving to another school could indicate dissatisfaction with a particular worksite, rather than dissatisfaction with teaching as a profession.

Personal Factors Affecting Commitment

A teacher's emotions affect teaching, attitudes toward change and reform within a school, and consequently, a teacher's commitment to education (van Veen et al., 2005). Other influences include core values, self-image, personal beliefs, roles, and identity. Formation of affective commitment and turnover intention can begin as early as student teaching (Christophersen et al., 2016). These values, identity, and image are challenged by changes within the school environment's socio-political construct and can affect a teacher's commitment (Day et al., 2005). Other factors include personal qualities within the teacher such as needs for responsibility, variety, and challenge; and by external forces such as reforms and the external environment (Saha & Dworkin, 2009). For example, teachers in an urban environment are more likely to move than teachers in a suburban environment (Jacob, 2007). In Tanzania, Mkumbo (2013) observed that teacher commitment levels were affected by the type of school, such as public vs. private, Christian, Islamic, or secular. Many teachers had low commitment levels to the profession, but of all the types of schools, teachers in private, Christian schools had the highest commitment levels.

Teacher Commitment and Student Achievement

Teacher commitment affects student achievement. Park (2005) divided this variable into three dimensions: organizational, professional, and student commitment. The model was tested using confirmatory factor analysis. To examine the relationship among individual and organizational variables, student achievement, and teacher commitment, a 2-level hierarchical linear modeling method was used. Teacher commitment affected student achievement at an individual, but not organizational level.

Teacher turnover can harm student achievement (Ronfeldt et al., 2013). Higher levels of teacher commitment are linked with a positive impact on student achievement. Educational initiatives focusing on teacher self-efficacy and collective teacher efficacy help retain teachers in the profession (Ware & Kitsantas, 2007). School climate is a significant predictor of teacher commitment.

Teacher commitment, coupled with teacher engagement, affected student achievement. A study of schools with higher teacher engagement and high-quality professional development for educators showed higher teacher retention levels, and students significantly outperformed their peers at schools with lower teacher engagement (Shaha & Ellsworth, 2013).

Teacher Attrition

Scope of the Problem

If teachers are not committed to the teaching profession, it leads to teacher attrition. Many teachers choose to leave the teaching profession within their first few years of teaching. Findings from a US Department of Education (DOE) study indicated that about 17% of new teachers in public schools exit the teaching profession within the

first five years (Gray & Taie, 2015). Previous research indicated as high as fifty percent of all new teachers leaving the profession within the first five years (Smith & Ingersoll, 2004). Teacher attrition has been increasing over the years (Goldring et al., 2014). Attrition in the United States is higher than among teachers in other countries (Darling-Hammond et al, 2017). Teacher attrition is costly, and student achievement is affected. To compound the problem, there is a dwindling pool of applicants entering the teaching profession. Between the 2008-2009 school year and the 2015-2016 school year, universities experienced a 15.4% drop in the number of education degrees awarded and a 27.4% drop in the number of people who completed a teacher education program (Garcia & Weiss, 2019) This data was derived from the Schools and Staffing Surveys and the National Teacher and Principal Survey). With fewer teachers entering the pipeline and teachers leaving, it is important to look at factors that influence commitment and attrition.

From 1988-89 through 2008-09, as part of its mandate for "collecting, analyzing, and reporting data related to education in the United States and other nations" (Keigher, 2010), the National Center for Education Statistics of the Institute of Education Sciences (NCES) within the US Department of Education (DOE) surveyed public and private school teachers using the Schools and Staffing Survey (SASS). Teachers responded from all 50 states and the District of Columbia; those who took the SASS later took the Teacher Follow-up Survey (TFS).

The data showed that of public-school teachers with 1–3 years of experience, 77.3% remained at the same school, 13.7% moved to a different school the following year, and 9.1% left the teaching profession. Of the private school teachers with 1-3 years'

experience, 72.2% remained at their initial school, 7.2% moved to a different school, and 20.6% left the teaching profession (Keigher, 2010).

The NCES categorized teachers as *stayers*, those who remained in the same school the following year; *movers*, those who moved to a different school the next year; and *leavers*, those who moved to another occupation the following year. From the TFS data, of 3,380,300 public school teachers surveyed during the 2007-08 school year, 84.5% were stayers, 7.6% were movers, and 8% were leavers. Of the 487,300 private school teachers surveyed the same year, 79.2% stayed in the same school the following year, 4.9% moved to a different school, and 15.9% left the teaching profession (Keigher, 2010). In 2008-09, about 5% of public-school teachers and 13% of private school teachers left teaching because their contracts were not renewed. Of the leavers, 8.9% of the public-school teachers and 17.4% of the private school teachers took an occupation outside the field of education (Keigher, 2010).

The DOE findings indicated that some teachers who left public and private schools felt more support in other professions. About 40% of the public-school teacher leavers and roughly 15% of the private school teacher leavers reported, "opportunities for learning from colleagues were better in their current position than in teaching" (Keigher, 2010, p.3). These findings reveal a need for more support, especially for novice teachers. The scope of this study suggests that perception of a lack of support is not uncommon. Novice teachers in private schools may feel a lack of support more keenly. Novice teachers may seek support by moving to another school or district.

Other studies support the results of the DOE research. Smith and Ingersoll (2004) examined a slice of data from the 1999-2000 Schools and Staffing Survey (SASS),

finding that 29% of novice teachers changed schools or quit teaching at the end of the 1999-2000 school year. Public school teachers were more likely to change schools than private school teachers, but private school teachers were more than two times as likely to leave teaching at the end of the year (26% versus 11%). Teachers in high-poverty areas were more likely to leave the teaching profession.

They also found that quality induction programs could reduce teacher attrition and retain teachers at the same school the following year. Participation in induction programs was on the rise (80% of new teachers received some induction that school year), but induction programs varied across the nation and between public and private schools. A higher percentage of novice public-school teachers (70%) participated in mentoring programs than new private school teachers (46%) did (Smith & Ingersoll, 2004). Having a mentor in the same field reduced the risk of teacher attrition by about 30%, but did not affect a teacher's change of schools at the end of the year.

A strong link was shown between induction activities and reduction of teacher attrition. Common planning time or collaboration with other teachers reduced the risk of leaving by about 43%, a greater influence than other factors. Induction activities that placed teachers in partnership and community with other experienced teachers reduced attrition risk. Most teachers reported how mentoring, collaborative activities with other teachers, administrative support, and workshops were beneficial. Overall, induction programs, with multiple activities including mentoring, had a positive effect on teacher attrition rates (Smith & Ingersoll, 2004).

Factors Contributing to Teacher Attrition

Some teacher attrition is a normal part of the teaching profession, including teachers retiring or ineffective teachers leaving for other pursuits (Winters & Cowen, 2013). The composition of the United States' teaching force has changed in recent years. Although the teaching force is growing, and more and more novice teachers are recruited, many teachers are aging, leading to an increasingly inexperienced workforce. Other changes include increased diversity, inconsistent academic ability of students, and increased mobility; perhaps close to 40% of new teachers exit the profession. These statistics have sobering implications for the future of education (Ingersoll et al., 2014)

Novice teachers, with three years or less of experience, leave the profession for a variety of reasons including classroom management problems, isolation, large class sizes, heavy workloads, and increased demands for accountability (Herrington et al., 2006). Teachers also cite a lack of professionalism, absence of collegiality or administrative support, and job dissatisfaction. Attrition causes can include personal reasons, disruptive students, uninvolved parents, and bureaucracy (Inman & Marlow, 2004).

Gonzalez et al. (2008) interviewed eight certified teachers who cited lack of administrative support, student discipline issues, and low salaries as reasons for leaving the profession. In some studies, personal characteristics of teachers were predictors of teacher turnover. Attributes of schools, such as organizational characteristics and student body composition, have been reported as factors. Attrition rates are higher in schools in high-minority areas (Borman & Dowling, 2008).

To understand reasons for teacher attrition, it is important to understand the challenges faced by novice teachers. Some of these challenges include making the transition into teaching and orientation to their school site.

Challenges Faced by Novice Teachers

Transition into Teaching

Novice teachers enter the classroom with a steep learning curve ahead of them. While most have been through teacher preparation programs in college, they may lack content knowledge, have unrealistic expectations regarding the workload, and have a mismatch between their beliefs and practice. They may be overwhelmed with workload responsibilities, classroom management issues, student assessment, and the overall picture of what it means to be a teacher (Keskin et al., 2018). New teachers navigate a unique role as they learn to collaborate with other teachers, differentiate instruction, and help students from diverse backgrounds (Conderman & Johnston-Rodriguez, 2009).

The transition from pre-service teacher to mature teacher takes time. Pietsch and Williamson (2010) identified stages of efficacy through which novice teachers in a supportive environment move during the first two years of teaching. Stage 1, the first six months of teaching, novice teachers muddle through, trying to keep up with lesson plans, develop classroom management procedures, and determine how to meet the needs of students. The focus is on the novice's immediate classroom setting. Stage 1 might be called survival mode. During Stage 1, the teacher's practice is focused on teacher actions.

During Stage 2, the remainder of the first year, the novice teacher reaches out to other teachers for advice, to build relationships, and to work together to benefit students.

The Stage 2 novice begins to navigate the larger school environment, focusing on both teacher actions and student response (Pietsch & Williamson, 2010).

Stage 3 encompasses the second year of teaching. Novice teachers are now able to look beyond the classroom to the larger community. They continue to grow as teachers and to develop their pedagogical knowledge in addition to developing efficacy. Stage 3 focuses on student learning (Pietsch & Williamson, 2010).

In a non-supportive environment, the growth process for novice teachers can be short-circuited. Teachers working in temporary settings, such as short or long-term substitute teaching may not work through these stages because of the lack of a supportive, permanent environment. In fragmented settings, teachers do not appear to develop, despite the passage of time. New teacher self-perceptions improve when they work in a supportive environment during their first years of teaching. Supportive environments encourage risk-taking, personal involvement, decision-making, and professional growth, increasing teacher efficacy and empowerment. (Pietsch & Williamson, 2010). Other research corroborates need for support (Kelly et al, 2018).

Novice Teacher Needs

A seminal study identified eight problems perceived by beginning teachers in various countries. These included classroom discipline, student motivation, working with individual differences, assessment of student work, relationships with parents, organization of classwork, insufficient or inadequate teaching materials and supplies, and work with individual student problems (Veenman, 1984).

Novice teachers expressed a need for more training to mainstream special education students into the general education classroom, work with students having

emotional or behavioral disorders, improve curriculum planning skills, and cope with difficult parents (Burkman, 2012).

When asked if they would consider attrition from the profession, a group of middle-school teachers indicated a strong commitment to teaching at that level and high satisfaction with their preparation program. Still, they noted that challenges such as classroom management issues, curriculum implementation issues, and administrative paperwork could impact that decision (Mee & Haverback, 2014). Other beginning teachers wanted smaller classes, time to observe veteran teachers, collaboration with others, feedback from classroom observations, and an assigned mentor (Gilbert, 2005).

In a study by Kelly et al., (2018) many teachers identified themselves as unsupported. This group of early career teachers, with less than five years' experience tended to be part-time teachers or employed in rural areas. These individuals slipped through the cracks of support programs; which could predict lower levels of satisfaction, potentially increasing the likelihood of attrition from the teaching profession.

Response to Challenges

Many school districts responded to high teacher attrition rates among novice teachers by developing teacher induction programs (LoCasale-Crouch et al., 2012). Such programs familiarize novice teachers with the school's culture and norms and ease the transition into their new profession. These can provide a variety of forms of support, including mentoring.

The California Commission on Teacher Credentialing and the state Department of Education sponsored The California New Teacher Project from 1988-1992; it was conceptualized as a pilot study to find ways to support and evaluate teachers. A positive

effect on teacher retention was demonstrated. After a year, 91% of the teachers participating in the induction program remained in the teaching profession, and 96% had stayed in the same district. After two years, 87 % remained in teaching, with 93 % remaining in the original district. A higher percentage of minority teachers than the state average remained in education (Curran & Goldrick, 2002).

The US Department of Education, National Center for Education Statistics conducted the Beginning Teachers Longitudinal Study (BLTS) of novice teachers over the course of several years. Data showed that roughly 80% of primary and secondary beginning teachers received mentoring, and about 63% of each group was moderately or greatly helped by this form of support (US Dept of Education, 2007-8).

Novice Teacher Growth

According to extensive research by Dr. Carol Dweck, people have one of two mindsets regarding both professional and personal traits. The first mindset is a growth mindset, or the concept that people can grow or change and develop their intelligence and skills over time. In contrast, a person with a fixed mindset believes people have a fixed amount or type of intelligence or abilities. Someone with the growth mindset seeks to grow and learn, and views failure as an opportunity to learn. A person with a fixed mindset wants to prove oneself, tries to demonstrate capabilities to others, and shies away from failure. Thus, mindsets can affect success in life (Dweck, 2016).

According to the Council of Chief State School Officers (CCSSO), teachers should learn and develop continuously over time, using reflection, feedback, and professional learning experiences (CCSSO, 2013, April). Development depends on the context of learning experiences. The CCSSO outlines Professional Standards for teachers

to acquire including learner development, creation of a positive learning environment, content knowledge, application of content, use of instructional strategies, professional learning, ethical practices, and collaboration with other teachers and the community. The CCSSO developed Interstate Teacher Assessment and Support Consortium (InTASC), which models core teaching standards and provides guidelines for beginning teachers.

Charlotte Danielson outlined areas of professional growth for teachers in her book, *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 2007). She identified four domains, of teaching skills: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. Each domain is classified into components. Successful teachers seek to grow in each area.

Adult learning principles inform the growth processes novice teachers navigate. The adult learning process is described by David Kolb's Theory of Experiential Learning (ELT) (Kolb, 1981; Kolb et al., 2001). Teachers have concrete experiences, i.e., teaching, followed by reflective observation of their teaching. The third step is abstract conceptualization in which information is processed and ideas or changes formulated; then individuals actively experiment by modifying their approach the following day. In ELT, stages are Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE). Teachers who want to grow and learn in their profession, may be more successful than teachers with a fixed mindset.

Kumi-Yeboah and James (2012) used the term transformational learning: a process by which adult learners, such as teachers, analyze and critically evaluate their existing beliefs and practices in light of their experiences. Over time, they may change their beliefs to assimilate new knowledge. They improve teaching strategies and discover

new ways to help students succeed. Teachers with no guidance can develop bad habits and "cope" rather than actively promoting student learning (Darling-Hammond & Baratz-Snowden, 2007). As in the business world, organizations that go from "good to great" not only consider what to do, but what not to do (Collins, 2001). Novice teachers can learn effective teaching practices and correct ineffectual or negative behaviors before they become habits.

In their qualitative study, Kumi-Yeboah and James (2012) used narrative inquiry. The subject was an award-winning novice teacher. Six themes were associated with novice teacher growth: challenges, preparation and organization, hard work and dedication, professional development, extracurricular activities, and mentoring from mentors or experienced teachers.

Relationship of Mentoring to Teacher Attrition

Mentoring programs tend to lower attrition rates for first-year teachers (Smith & Ingersoll, 2004). According to Linda Darling-Hammond, a professor at Stanford University, "A number of studies have found that well-designed mentoring programs raise retention rates for new teachers by improving their attitudes, feelings of efficacy, and instructional skills." (Darling-Hammond, 2011, p. 124). A meta-analysis of research studies showed that mentoring and induction programs led to higher job satisfaction and retention rates (Ingersoll & Strong, 2011).

Novice teachers appreciate general help, pedagogical support, and personal support (Gilles et al., 2013). They need practical advice, instructional support, encouragement and positive feedback. Mentoring can assist novice teachers with the

challenges they face and promote professional development; mentoring has been shown to help novice teachers acquire needed skillsets (Gilles et al., 2013).

A longitudinal study done by the US Department of Education based on data collected from the Census Bureau followed a cohort of new public-school teachers over three years (and is expected to follow them for at least five years). In the study's first year (2007-8), 8% of teachers assigned a mentor were not teaching in 2008-9, and 10% were not teaching in 2009-10. Of unmentored beginning teachers in 2007-8, 16% were not teaching in 2008-9, and 23% were not teaching in 2009-10 (Kaiser & Cross, 2011).

Combining mentoring with other factors can reduce teacher attrition. The Partners in Education program (PIE) through the University of Colorado at Boulder implemented a program in 1987, combining induction with full-time mentors and collaborative activities with the university. A reduction in beginning teacher attrition rates developed over time with 94% of participating novice teachers still teaching after four years (Kelley, 2004). This attrition rate of 6%, compared to the national attrition rate of about 30-40%.

Benson-Jaja (2010) observed that good mentoring programs increased teacher retention, when certain other factors were in place. Several exemplary mentoring programs were examined to discern the traits of effective mentoring programs. These traits were used to assess a mentoring program in an elementary school in Georgia which had had difficulty retaining teachers. Factors included administrative support, support from colleagues, professional growth, modeling, observation, and feedback; when these factors were present in the program, teacher retention increased.

Mentoring

Importance of Mentoring

Although the topic of educational reform in K-12 schools has been discussed for many years, the concept of mentoring novice teachers appeared in the literature beginning in the 1980s (Feiman-Nemser, 1996-7). Since then, the mentoring process, the best practices of high-quality mentoring programs, the characteristics of effective mentors, and the problems with mentoring programs have been examined. Most of the reports related positive effects for mentoring; a few studies did not find mentoring to be effective; others showed that effective induction programs must be designed carefully.

Mentoring has been utilized in many professions to improve job skills, performance, and job satisfaction. Mentoring mediates between personal learning skills and career outcomes, such as job promotion and job satisfaction (Gong et al., 2014). Professional sports utilize mentoring skills to help players grow, and the whole team succeed (Dungy & Whitaker, 2010).

Mentoring Affects Teacher Growth

Mentors can help novice teachers develop essential skills and confidence in their abilities (Faucette & Nugent, 2017). The mentor may shield the new teacher from making mistakes by limiting exposure to responsibility and becoming more politically aware within the school climate. Mentors allow novices to observe them teaching.

Mentoring is associated with positive career, attitudinal and behavioral outcomes (Eby et al., 2008). Novice teachers benefit, especially when mentoring is couched in a more extensive and comprehensive induction program.

Mentoring Approaches

Mentors may utilize multiple mentoring approaches (Mena et al., 2016). Effective mentoring can be formal or informal. Bynum (2015) analyzed teacher support in Australian public schools, identifying formal and informal types of teacher support. Formal mentoring included five types of support: mentoring programs, induction programs, structured reflection opportunities, reduced teaching workload, and follow up from the teacher education institution. Informal support referred to help received from colleagues, friends, family, principals, and/or other staff members, as well as choosing to access teacher professional development opportunities. Mentoring is the responsibility of every seasoned professional, from veteran teachers to principal (Kent et al., 2012).

Hallam et al. (2012) examined two mentoring models. The first included collaborative teams, in-school mentoring, and participation in PLCs. Another district used collaborative teams and PLCs but utilized district coaches for one year instead of in-school mentors. Teachers from the first district were more satisfied with their mentoring experiences than those in the second district; in-school mentoring was more popular than district coaches. More beginning teachers continued in the first district than in the second. In-school mentors' personal touch helped teachers more than a coach for the whole district who dropped in occasionally. Collaborative teams, in-school mentors, and PLCs are important aspects of comprehensive mentoring programs. Training for mentors and principal support also help meet novice teacher needs. Providing in-school support eased the transition of the newcomer into the school culture.

Other styles of mentoring were studied by Richter, et al., (2013). The transmission-oriented mentor communicated instructional ideas, procedures, and

provided information for the novice to use. Constructivist-oriented mentors helped novices construct knowledge based on style, beliefs, and experiences. The investigative goal was to discover whether amount of time or quality of mentoring had more impact. The constructivist approach showed more positive results, and required less interaction time. This study was limited to mathematics teachers, but raised points about both the quality of mentoring and mentoring styles. "The study provides evidence that beginning teachers who experience constructivist mentoring show higher levels of efficacy, teaching enthusiasm, and job satisfaction and lower levels of emotional exhaustion after one year of training compared to teachers without constructivist mentoring." (p. 174)

Mentoring and Student Achievement

Teacher turnover has been shown to harm student achievement (Ronfeldt et al., 2013). Mentoring programs have an impact on student learning. "Substantial research evidence suggests that well-prepared, capable teachers have the largest impact on student learning" (Darling-Hammond, 2011, p. 119). Effective teachers raise student achievement. Effective mentoring programs help novice teachers improve their instructional skills and feel more capable.

Fletcher and Strong (2009) found that the quality and amount of time given by a mentor to a novice teacher made a difference in student achievement. They studied new teachers in an urban district, where full-release mentors were provided to some novice fourth- and fifth-grade teachers and site-based mentors to others. Full-release mentors mentored full-time and did not teach classes. These mentors were assigned to 12-15 new teachers. Site-based teachers mentored in their free time during the school day, and were assigned one or two novices. Spring achievement data from 2006 and 2007 revealed that

students of novice teachers with full-release mentors had higher achievement gains in English/Language Arts and Math than students of new teachers with site-based mentors.

The Mentoring Process

A multi-study review identified four stages in the mentoring process: (a) developing the mentoring relationship, (b) determining the mentoring content collaboratively, (c) applying effective mentoring styles and strategies, and (d) terminating the relationship. Newcombe's (1988) review of mentoring literature recommended that mentors have 3-5 years' teaching experience, be people-oriented, trust their protégés, and demonstrate exemplary teaching. A good match between the mentor and novice is essential; the mentor's teaching assignment should be in a similar subject or grade level. Mentor and mentee should be located in close physical proximity. Gender and age of each should be considered; the mentoring relationship should be established for a specific time period. Schools or districts should begin with a pilot program and provide 3-5 days of mentor training. Each mentor should be matched with only one novice teacher and set up formal observations and conference times.

An effective mentor can provide personal and practical support to a novice teacher (Gilles et al., 2013). Taking an active role when learning from their mentors, novice teachers must communicate their needs and think about the mentor's suggestions before assimilating them into the classroom (Ruday, 2018). An idea that works for one teacher may not work for another person, who might possess a different personality or philosophy. In a mentoring relationship, the mentor guides and helps the novice. However, for maximum benefit from the relationship, the novice should use the practice

known in the business world as “mentoring up,” in which the novice takes responsibility for learning and guides the relationship according to what is needed (Zerzan et al., 2009).

Mentors help novice teachers develop instructional strategies, avoid isolation, and use data to make instructional decisions. Teachers who receive mentoring develop effective instructional strategies, or “best practices,” faster than teachers who are not mentored. Mentors encourage new teachers to reflect on their practice and make changes. Fluckiger et al (2006) pointed out that teachers who participated in comprehensive mentoring programs remained in education at higher rates than the national averages.

The Mentoring Relationship

Mentoring is designed to help novice teachers become socialized to their new roles and acculturated to a collegial climate of professional collaboration and responsibility. Teachers who feel they fit in to that culture are more likely to remain teaching at that school (Pogodzinski et al., 2013). Teachers need a sound leadership support system with opportunities to share in school decision-making (Ndoye et al., 2010). Having help organizing the classroom, formulating classroom rules and procedures, and knowing where to find materials can prepare a novice teacher for a successful school year (Smith & Dearborn, 2016). A good working relationship between a novice and a mentor helps a teacher feel supported in a developing friendship where both can share information (Gordon, 2017).

Ideally, teachers would form mentoring relationships naturally; however, schools often choose mentoring partnerships. Personality conflicts or drastically different teaching styles or philosophies may impair the mentoring relationship. The principal plays an influential role in creating an atmosphere where mentoring can flourish

(Callahan, 2016), and is the key player in creating a positive school culture by fostering collaboration and promoting PLCs (Kent et al., 2012). A link between induction support and retention has been demonstrated (Ingersoll, 2012).

The mentoring relationship has a beginning, middle, and end. Mentors begin by building trust in the relationship, and continue by transferring teaching skills and insights. After a year or two, the professional relationship dissolves. Mentoring relationships benefit both novices and mentors. The mentor shares knowledge and accumulates new ideas from the novice. The beginner can gain valuable professional insights and assimilate into the classroom environment. Mentors help new teachers join the school community. Mentors share instructional ideas and help novices manage time more effectively (Ruday, 2018).

Characteristics of Effective Mentors

An effective mentor provides personal and practical support to a novice teacher (Gilles et al., 2013). Mentors use different mentoring approaches (Mena et al., 2016). Mentoring requires effective communication skills so that novices can grow. According to a summary prepared for Michigan State University, successful mentors must be respectful, positive, enthusiastic, take responsibility for helping the mentee, have good communication skills, be self-aware, non-judgmental, provide resources, and have time to provide assistance. Mentees need to be willing to take responsibility, listen to suggestions, work hard, be flexible, and organize themselves for success (DeZure, 2016). Successful mentoring relationships were based on mutual respect, reciprocity, shared values, and clear expectations. Failed mentoring relationships had poor communication,

lack of commitment, conflicts of interest, real (or perceived) competition, personality differences, and lack of experience on the part of the mentor (Straus et al., 2013).

Mentors can facilitate novice teacher learning by asking probing questions. They can guide learning conversations to offer support, create a cognitive challenge, and facilitate professional vision. The mentor has four major functions: coach, collaborate, consult, and calibrate. After coaching the novice in strategy, they can work together to solve problems, the mentor can provide resources, or mentors can focus conversations for more efficiency (Lipton & Wellman, 2018). Learning-focused conversations help guide a novice through the learning stages as defined above (Kolb, 1981, Kolb et al., 2001).

A review of successful teacher induction and mentoring programs reveals that effective mentors must be committed to the teaching profession and have an understanding of adult learning. Training before and during their mentoring assignments is essential (Waterman & He, 2011). Additional studies outlined skills used in mentoring including modeling, coaching, counseling, encouraging, listening, providing feedback and constructive criticism, accepting, confirming, and protecting the novice from adverse outcomes (Schunk & Mullen, 2013). Mentoring is a reciprocal relationship. The mentor provides insight and direction, while the beginner demonstrates a willingness to learn and provides feedback and information to the mentor, yielding interactions of mutual benefit (Haggard & Turban, 2012).

Feiman-Nemser (2001) coined the term educative mentoring to indicate the mentor's need to promote inquiry and push the mentee to develop a personal teaching style and use best practices. Mentors should provide formative feedback and ongoing support. Clear communication of mentor responsibilities is essential (Arnold-Rogers et

al., 2008). Mentors may be excellent teachers, but not necessarily good mentors (Ambrosetti, 2012). Mentors need interpersonal skills to communicate well with novice teachers (Arnold-Rogers et al., 2008).

Characteristics of Mentoring Programs

Mentoring can be an effective part of teacher induction programs (Teague & Swan, 2013). A well-organized mentor program trains mentors and matches them with novice teachers, helping them transition to professional teachers, reducing their stress (Pogrund & Cowan, 2013). Teachers in a comprehensive mentoring program remained in teaching at higher rates than the national averages (Fluckiger et al., 2006).

For some educational entities, mentoring is part of an induction program including a variety of activities. For others, mentoring IS the induction program and the support for new teachers (Long, et al., 2012). Several views of mentoring and induction programs are discussed below.

Model 1: Induction is a temporary support during the first year of teaching to help novice teachers learn the ropes and reduce their stress levels. Components of such an induction program may involve a decreased workload and use of other teachers as buddies to provide support and encouragement informally.

Model 2: Another form of induction is individualized professional development designed to foster teacher growth and development. Components can include administrative support, ongoing professional development, mentoring for one to two years, and guidance regarding curriculum. (Feiman-Nemser, 2012).

Model 3: This is a transformational model, which views novice teachers as part of a professional community of learners, breaking the isolation of teaching by encouraging

an atmosphere of collaboration to benefit both teachers and students. This model includes mentoring, administrative support, and ongoing intergenerational learning teams. A collective responsibility for learning exists for all (Feiman-Nemser, 2012).

Mentoring/induction programs should be structured carefully, evaluated regularly, and be couched in a supportive school site. Many schools and districts support the development of PLC's, in which each faculty member takes an active part in collaboration and inquiry (Bullough, 2012). Some criteria for successful mentors are based on five dimensions of mentoring (Brandau et al., 2017) including professional support, collegiality, working levels, confidence, and directiveness.

Effective mentoring programs provide scaffolding for novice teachers. Scaffolding is the construct of providing cognitive supports for new teachers, then gradually removing them when they are no longer needed (Ambrose et al., 2010). To identify needs of novice teachers, Barrera, et al. (2010) surveyed 46 teacher mentors of first-year secondary school teachers in south Texas to discover ways mentoring programs could support novice teachers. A self-administered survey, by the lead investigator, was comprised of 27 Likert-type scale items, followed by four open-ended questions. Validity was improved by having 17 experts review the survey and evaluate the questions for appropriateness. Questions were refined after this feedback to improve reliability. Items were designed to discover the support factors needed in successful mentoring programs including staff development, administrative support, and resource materials.

Findings included teacher mentors' feelings that mentoring programs needed clear goals. School climate should encourage novice teachers to seek help and to build good relationships with colleagues. New teachers needed to create professional portfolios

demonstrating their growth. Staff development activities needed to provide strategies which helped new teachers support students. Finally, administration needed to provide time for mentors to meet with novices (Barrera et al., 2010).

Collaboration is important. Mentoring must be couched in the larger climate of positive culture within the school community. The teachers should not work in isolation (Bickmore, 2013). The collaborative learning community should be cultivated by all colleagues. Professional learning communities (PLCs) create a collegial atmosphere of collaboration, where teachers feel safe sharing ideas, working together, and providing support for challenging students (Bullough, 2012). Administrators, though not formally assigned to mentor novices, can be helpful and supportive. The concept of a supportive community of learners recurs throughout the mentoring literature. Specialty area teachers, such as music teachers, can feel isolated; they may be the only person in the school teaching music. They benefit from mentor and peer collaboration with music teachers (Blair, 2008). These novice teachers need to be mentored and included in a PLC too (Benson, 2008). Mentoring and induction programs need to reside in support networks.

Collaboration between teachers and mentors encourages opportunities for learning from different perspectives, improving learning opportunities for children, and enhancing management skills. Novices become acquainted with the often unspoken, school culture and community (Aderibigbe, 2013). One mentoring company providing mentors to business leaders stated five top qualities of mentoring programs: clear goals, measurable results, strong mentor/mentee relationships, additional resources and rigor, and a career development focus (Menttium Corporation, 2020).

Non-Traditional Mentoring Solutions

Providing mentoring solutions in different school settings requires innovative thinking. E-mentoring helped new special education teachers receive support, involving on-line synchronous and asynchronous mentoring sessions, and an online clearinghouse of resources (Hunt et al., 2013). Caudle (2013) worked with mentors in a forum where they could discuss issues and learn from each other in a face-to-face and online format.

Informal mentoring benefits novices, when a more experienced teacher mentors a less-experienced colleague, in the absence of a formal program. In collaborative mentoring, more than one colleague may share responsibility to help a novice (Bynum, 2015). Other schools use a coaching approach, with an instructional coach providing training for novice teachers as a group. (Kraft & Blazar, 2018).

In Washington State, the Office of the Superintendent of Public Instruction (OSPI) offers structured BEST Mentor Academies 1, 2, and 3 to train mentor teachers in the art of learning conversations, using the book *Mentoring Matters* (Lipton & Wellman, 2018). In this model of adult learning, the one who is talking is learning, so the mentor should provide the novice teacher an opportunity to reflect on experiences. The mentor offers suggestions (consults), works together (collaborates), assists the novice in finding solutions (coaches), and provides resources of which the novice is unaware (calibrates). The Mentor Academy offers free help to Washington state mentor teachers.

Teacher Commitment Decisions

Surveys often ask about teachers' intention to remain within the teaching profession, rather than collecting data about whether they followed those intentions. Novices' stated intentions do not always predict actual attrition (DeAngelis et al., 2013).

Participating in a comprehensive mentoring program with a mentor teacher in the same subject area could impact a novice teacher's decision to stay or leave.

In addition to mentoring, other factors influence teacher choice to remain in education. Inman and Marlow (2004) surveyed teachers about factors affecting whether they would stay in teaching, including salary, respect within the profession, perceived job security, and a supportive school community. New teachers who had mentors and a collegial environment where ideas were shared were more likely to plan to remain in teaching. Mentored teachers felt less isolated than teachers who were not, and felt more empowered by their fellow teachers, improving their self-esteem and efficacy.

Conflicting Research

In 2005, the US DOE investigated the effects of a comprehensive induction program on teacher attrition and student achievement. The DOE recruited new teachers from 17 districts in low-income areas. The sample included 698 non-mentored English/language arts teachers. Clustered random assignment divided teachers into a treatment group or control group. The treatment group participated in a comprehensive mentoring program with full-time mentors, a complete curriculum, opportunities for beginning teachers to observe veteran teachers, formative assessment, evaluation, feedback, and professional development (Department of Education, 2000).

The first year of this study showed no statistical differences in new teacher retention or student achievement. A follow-up study is ongoing. Despite other research showing the benefits of mentoring, such as the landmark study conducted by Smith & Ingersoll (2004), this large-scale statistically sound quantitative DOE study showed no

benefit to having mentors. Both studies were quantitative analyses, using randomly chosen data and the application of statistical tests.

In the DOE study, teachers were chosen exclusively from low-income areas. In contrast, the Smith & Ingersoll (2004) study used teachers across the country in urban and rural settings, public and private schools. Although mentoring was provided to the novice teachers in the DOE study, other factors may have influenced teacher attrition.

Perhaps the training and mentoring implemented might not mirror comprehensive induction and training in other school districts. Because there can be variety in what comprises a mentoring/induction program, it is crucial to examine the characteristics of successful mentoring programs identified by the research, to investigate what factors made the mentoring experience successful. Training for mentors, administrative support, release time, working conditions, and funding are important factors to examine when weighing the success or failure of a mentoring program.

Also, schools must determine what constitutes success. Reduced teacher attrition the following school year, or improved teacher self-efficacy, could be hallmarks of a successful program. Individual teacher growth and improved student achievement scores on standardized tests for the students of novice teachers could also be a mark of success. Most induction programs include a mentoring component, but programs in different districts and schools may not contain the same activities. The quality may vary considerably from program to program.

Teacher Efficacy

Teacher self-efficacy is identified as a contributing factor in teacher commitment (Firestone & Pinnell, 1993). Research indicates that mentoring can improve self-efficacy

(Feng et al. 2019; Malanson et al, 2014; LoCasale-Crouch, 2012). This section defines and discusses several forms of efficacy.

Definition of Self-Efficacy

Albert Bandura was the first to study the concept of self-efficacy, which is defined as teachers' beliefs in their teaching abilities and skill. Teacher efficacy refers to a teacher's views concerning the effectiveness of teaching in general and his/her teaching abilities specifically." (Burton, 1995, pp. 2-3). Bandura suggested that perceived self-efficacy can affect coping mechanisms (Bandura, 1982) and is sensitive to growth and improvement during the beginning years of teaching.

Bandura identified four sources of influence on efficacy. "Mastery influence" refers to the successes a teacher has experienced overcoming adversity. "Vicarious experience" refers to observations of events modeled by others. "Social or verbal persuasion" is about fostering people's abilities, and "Arousal or psychological/emotional states" refers to stress and anxiety. The concept of self-efficacy is grounded in the theoretical framework of social cognitive theory, emphasizing the power of human agency (Skaalvik & Skaalvik, 2010).

According to Bandura, self-efficacy is measured in three dimensions: magnitude, strength, and generality. Magnitude refers to difficulty level (e.g., easy, moderate, or hard) an individual perceives to complete a task (Van der Bijl & Shortridge-Baggett, 2002). Strength measures the confidence level of a person to complete tasks at various levels. Generality refers to the generalizability to other tasks (deNoyelles et al., 2014). Confidence in some areas of teaching may generalize to efficacy in other areas.

Efficacy is a significant predictor of teacher commitment (Chan et al, 2008; Ware & Kitsantas, 2007). Perceptions of teacher inadequacy are correlated inversely with teacher reflection (Heikonen et al., 2017), particularly in teacher-student interactions. Teachers who reflect on their practice are more likely to develop good self-efficacy and consider remaining in the profession.

Teacher efficacy changes were examined among novice teachers from the beginning to the end of a first year of teaching in an induction program (Hoy & Spero, 2005). In this study, efficacy was defined as " a future-oriented judgment that has to do with perceptions of competence rather than actual level of competence" (p. 344). People often overestimate or underestimate their actual abilities. However, self-assurance affects how well a person uses his abilities. Efficacy is a subjective concept. Several quantitative measures were used to analyze the results: Gibson and Dembo's (1984) Teacher Efficacy Scale, Bandura's Teacher Self-Efficacy Scale (1997), and the OSU Teaching Confidence Scale, developed by Hoy and Spero (2005).

Levels of efficacy rose during the student teaching experience but fell during the first year of teaching. Given the changes and responsibilities expected of the novice teacher in the first year, this was not a surprising result. Growth in efficacy was related to the amount of support the new teacher received (Hoy & Spero, 2005).

Improving teacher self-efficacy tends to lower stress levels, which may, in turn, improve motivation, teacher effectiveness and student achievement (Vaezi & Fallah, 2011). Teachers with good self-efficacy are more effective with classroom management (Shohani et al., 2015) Teachers who believe in their own levels of efficiency tend to be more innovative in the classroom, and to use good classroom management and teaching

methods (Veisi et al., 2015). Self-efficacy has an inverse relationship to teacher burnout (Yazdi et al., 2014). Burnout results from long-term occupational stress, and can result from coping unsuccessfully with chronic stress. Coaching by professionals can help people cope more effectively with stress, improve self-efficacy, and maintain healthy attitudes in a caring profession (Chenoweth, et al., 2016).

Dimensions of Efficacy

The Norwegian Teacher Self-Efficacy Scale measured teacher efficacy in six dimensions: instruction, adapting education to individual student needs, motivating students, keeping discipline, cooperating with colleagues and parents, and coping with change and challenges (Skaalvik & Skaalvik, 2010). Teacher self-efficacy for managing peer relations was a distinct dimension from teachers' self-efficacy for classroom management, instruction, and student engagement (Ryan et al., 2015).

Teacher self-efficacy was strongly related to teacher relationships with parents. Parent evaluation of the teacher was an essential frame of reference for teacher self-evaluation and self-perception (Skaalvik & Skaalvik, 2010). Prior emotional exhaustion predicted a change in teacher efficacy; professional knowledge buffered the increase in emotional exhaustion, but did not have a positive effect on teacher efficacy (Dicke, et al., 2015). Self-efficacy for student engagement seemed to predict teachers' psychological well-being, physical health, and even quitting intentions (Wang et al., 2015).

Personal or Collective Efficacy

Self-efficacy can be viewed as teacher personal self-efficacy or collective self-efficacy. Personal teacher self-efficacy refers to the teacher' belief in their competency, or capability to affect student learning. Collective teacher efficacy refers to teacher

efficacy as a school staff. Some studies showed a moderate correlation between individual teacher self-efficacy and collective efficacy. Teachers with low self-efficacy have greater difficulties in teaching, lower job satisfaction, and higher levels of job stress (Klassen et al., 2011).

Collective teacher efficacy is a partial mediator of commitment to the school's mission and the school as a professional community. Transformational leadership in a school organization influences teachers' organizational commitment (Ross & Gray, 2006), commitment to the school's mission and PLC. Transformational leadership involves developing the collective capacity (efficacy) of the group, identifying with the school's mission and providing individual support. Teachers value the needs of the collective group as well as individual needs.

Correlations with Mentoring

A positive correlation exists between mentoring and self-efficacy (LoCasale-Crouch et al., 2012). Novice teachers and mentors in two school districts were partnered with a local university. Novice teachers in the classroom were observed, standardized test scores were examined, and time spent with the mentor was observed. Positive correlations were observed between the amount of time the novice teacher spent with the mentor and the perception of support, between mentoring and self-efficacy, and mentoring and teacher reflection. Mentoring can increase teacher self-efficacy and help novices adjust to their teaching environment.

Mentoring support increases teacher efficacy in teaching a specific academic subject (Malanson et al., 2014). Researchers provided K-12 science teachers with support for the academic science curriculum by pairing them with scientist mentors using a

virtual synchronous platform. Coupled with textbooks, and video and printable materials, this method raised teacher and student self-efficacy in science instruction. Mentoring in a content-specific area during a teacher's first year of teaching can raise teacher efficacy (Feng et al., 2019). Mentoring can be a form of support provided by the organization.

Because school climate and culture play a role in teacher morale (Bush et al, 2019), school climate impacts teacher stress and commitment (Milner & Khoza, 2008), and novice teachers with more social networks with colleagues and administrators tend to have higher job satisfaction and remain teaching (Coria-Navia, 2005), it is essential to examine the role that perception of organization support plays in teacher commitment.

Perceptions of Organizational Support

Positive Organizational Support (POS) refers to the perceptions formed by an employee concerning the level of support provided by the organization such as how much the organization values their contributions and cares about their well-being (Uçar & Ötken, 2010). If employees feel that financial and social needs are being met, they are more likely to stay with and be emotionally attached to that organization (Gutierrez et al., 2012). This is explained by the social exchange theory (Eisenberger et al., 1986).

Lack of Support a Reason for Attrition

The perception of a lack of support is a reason that teachers leave a school or the teaching profession (Kelly et al, 2018). Induction activities, which can include classes for novice teachers and assigning a mentor, help support novice teachers and combat attrition. A study of 141 teachers in an induction program in New Mexico revealed an attrition rate of 4%, compared to a state average attrition rate of 9% (Jacob, 2007).

Types of Organizational Commitment

POS is affected by many factors. In one study, affective commitment referred to employees who were part of the organization because they wanted to be there. Normative commitment indicated employees who stayed with an organization from a sense of obligation. Continuance commitment referred to employees staying with the organization because the cost of leaving the organization was too high (Gutierrez et al., 2012).

Uçar & Ötken (2010) found a relationship between POS and affective commitment or feelings of being committed to the organization, with organization-based self-esteem as a mediating factor. Organizational self-esteem "reflects the degree to which employees self-perceive themselves as important, meaningful, effectual, and worthwhile within the organizational setting" (p. 86). Employees who felt their contributions were valued by their employer had good self-esteem about their personal abilities, and were more likely to remain committed to the organization.

Contrary to other findings, Maertz et al. (2007) found that perceived supervisor support (PSS) affected employee turnover cognitions independent of POS. Effects on teacher turnover were mediated through normative commitment (staying at the job from a sense of obligation). Low PSS strengthened the negative relationship between POS and turnover.

There is a relationship between a supervisor's feelings of POS and subordinates' feelings of PSS. If supervisors feel supported by the organization, they are more likely to support and help employees. In turn, subordinates feel more PSS, have higher positive organizational support feelings toward the organization, and are more likely to support the organization's goals and help other employees (Shanock & Eisenberger, 2006).

Other factors which positively affected POS included employee participation in decision-making, fair rewards systems, developmental experiences, promotions, autonomy, and job security (Coyle-Shapiro & Conway, 2005). POS was a concept independent of psychological contracts, defined as the construct that the employee feels a sense of obligation to the employer, and the employer has a responsibility to the employee. They implied that the higher the POS level, the less likely the employee was to view the employer/employee relationship as a contract.

Another mediating effect on an employee's POS is the culture and power distance from the employer. Power distance and traditionality altered the relationship of POS to work outcomes. Traditionality refers to "relating to tradition" (dictionary.com). Relationships were more substantial for individuals who scored low on power distance and traditionality. Of those two factors, power distance was the stronger moderator of POS in work relationship outcomes (Farh et al., 2007).

Another factor affecting the overall POS was the principal's role. The principal can create a positive school climate by creating collaboration opportunities and empowering teachers. Teacher growth can be encouraged through instructional supervision and evaluation, as well (Zepeda, 2012).

One final aspect of POS needs consideration. A U-shaped relationship between the level of POS and employees' initiatives to take charge was observed by Burnett et al. (2015). If an employee perceived too much support, feelings of incompetence or ineffectiveness surfaced, affecting self-esteem. A moderate level of support resulted in employees feeling comfortable and willing to take charge. This finding is especially relevant to effective mentoring.

Although research has examined teacher commitment, attrition, mentoring, self-efficacy, and organizational support in public school and some private schools, little research has been conducted in the context of Seventh-day Adventist schools. Adventist schools differ in important ways from public schools. The next section will examine the context of Adventist schools, and ways mentoring could fit into these schools.

Seventh-day Adventist Schools

Organization and Administration

Adventist schools differ from public schools in important ways. Public schools seek to prepare students to work in society; Adventist education prepares for service in this life and the life to come (White, 1942). The NAD mission statement reads; "To enable learners to develop a life of faith in God, and to use their knowledge, skills, and understandings to serve God and humanity" (NAD Office of Education, 2018). Adventists view Christian education as part of the great commission Jesus gave His disciples in Matthew 28:16-20 (Knight, 2017).

Adventist schools follow the guidelines of the NAD as well as state guidelines. Some Adventist schools are in large metropolitan areas, and may be comparable in size to some public schools. But many Adventist schools, particularly in rural areas, can be quite small, having only one or two teachers. Even in larger schools, there might be only one teacher for each grade level, making it difficult to cultivate PLCs (Bullough, 2012), which are found frequently in public schools, where grade level teams discuss curricula and support each other. In contrast, some Adventist schools and teachers may be isolated from the rest of the teachers in the same conference.

Adventist schools are administered differently than public schools. Public schools are administered under each state's Department of Education. Districts manage defined geographic areas within each state. Each district has a superintendent, and each school has a principal. Adventist schools are administered by the Education Department of the General Conference of Seventh-day Adventists (GC); large geographic areas around the world constitute Divisions. The NAD is one of 13 divisions, and is divided into nine Union conferences, plus the Guam-Micronesia Mission. The Adventist Church in Canada is one of the nine; the others are within the United States. Union conferences are divided into local conferences, which oversee the schools within that geographic area. Each local conference is made up of a state, part of a state, or parts of several states. The local conferences oversee schools within that territory. Each school has a principal whose responsibilities may include teaching.

In 2018, the NAD had 9,805 teachers (2,634 elementary, 1,631 secondary, 4,806 college/university, and 615 early childhood, plus 699 administrators). There were 965 schools, serving 84,907 students (NAD Office of Education, 2018). In 2018, the NAD had 193 schools with only one teacher, 161 schools with two teachers, 97 schools with three teachers, and 348 schools with four or more teachers (NAD Office of Education, 2018). Many are day schools; some 9-12 grade institutions are boarding schools, where students live, work, and attend classes.

Philosophy of Adventist Education

Education in Adventist schools is provided in a nurturing, Christian environment with small classes. The curriculum is designed to help students build relationships with Jesus and with each other. Communities enjoy the quality and breadth of education,

which encompasses mental, physical and spiritual growth (Adesegun, 2009). According to the Cognitive Genesis (CG) studies, students attain higher academic achievement than those in public schools (Thayer, 2012).

A servant leadership mindset is characteristic of Adventist education. In small schools, a teacher may be tasked with additional responsibilities beyond teaching. For example, when the researcher taught on the island of Saipan, teachers cleaned the school bathrooms. While public school teachers also have rotating responsibilities (such as bus duty or school improvement teams), the responsibilities are more specific and time-bound. An Adventist teacher might drive for field trips, clean the school, assume day-care responsibilities, visit student homes prior to the beginning of the school year, and take work-related phone calls at home after school hours. Without a lot of extra hands to make light work, an Adventist teacher with little support could burn out very quickly.

Closely tied to the servant leadership mindset is the goal of integrating faith and learning. The Adventist teacher views the job as a calling from the Lord, so gives the utmost effort to helping the students and showing them Jesus. Teachers wish to see a transformation in the lives of the students (Issa, 2017). Teaching is viewed as a sacred act, beyond making lesson plans and grading papers, working in the present yet looking toward the future (McGarrell, 2017). Adventist teachers are passionate about leading students to Jesus and helping them grow (Versteynen et al., 2008). The influence of the Bible teacher and school-sponsored religious activities can help students develop a relationship with Christ and, potentially, a stronger relationship to the denomination (Coria-Navia et al, 2017).

Adventist educators view teaching as a mission. The support is limited, but the expectations are huge. This study affirmed the commitment of teachers, but sought to find a balanced, nuanced continuity of support for the unique Adventist education environment.

Mentoring and Commitment in Adventist Schools

Although numerous studies document the benefits of mentoring novice teachers, the characteristics of good mentors, and the qualities which comprise strong mentoring programs, little research about mentoring or commitment in Seventh-day Adventist schools exists. The discussion below examines Adventist school studies and a study conducted on rural public schools, mirroring some characteristics of Adventist schools.

According to Carol Campbell, Associate Director for Elementary Education and Curriculum, there is no system-wide mentoring program in place for the Adventist school system. Some schools and conferences in the NAD have mentoring programs, while others do not (personal communication, 7/25/13). The Central California Conference (within the Pacific Union Conference) has had a successful mentoring program for beginning teachers for roughly a decade (Thomas, Dec 2006/Jan 2007). Statistics from the General Conference show church membership rates around the world, and numbers of teachers in Adventist institutions, but provide no information about teacher attrition (Office of Archives, Statistics, and Research (ASTR), 2017).

Surveys of Adventist elementary and secondary school teachers in the Lake Union Conference demonstrated that good interpersonal relationships with the principal, students, and peers contributed to job satisfaction (Khillah, 1986), and faith contributed to commitment to the church organization; personal significance contributed to

commitment to the teaching profession (Rutebuka, 1996). Commitment to the profession was correlated with positive job satisfaction for male teachers; commitment to the church organization was related to positive job satisfaction for female teachers (Rutebuka, 1996).

La Sierra University, a Seventh-day Adventist institution of higher learning in California surveyed a small sample of beginning teachers in Adventist schools in the NAD. Of these teachers, 43% felt the support they were given as new teachers was unsatisfactory. While their principals provided support, many of these teachers desired the support of a mentor (McCune, Dec 1998/Jan 1999).

Novice teachers often feel overwhelmed and isolated. In Adventist education, many teachers work in small one or two-teacher schools in rural areas. Even in larger metropolitan-area Adventist schools, there is often only one teacher per grade level, which can be isolating. Many public schools have a grade-level teams with several teachers in the same grade level to share ideas in a PLC (Bullough, 2012).

In 2008-9, according to the findings of the Teacher Follow-up Survey, which surveyed public school teachers with one to three years' experience, 77.3% stayed at the same school the following year, 13.7% moved to another school, and 9.1% left teaching. Of private school teachers, 72.2% with 1-3 years' experience stayed at the same school, 7.2% moved to another school, and 20.6% left teaching. This large study found that the attrition rate among private school teachers was noticeably higher than among public school teachers (Keigher, 2010). However, little research has been conducted to examine the effectiveness of mentoring in Adventist schools (Thomas, Dec 2006/Jan 2007), or teacher attrition rates.

Adventist schools across the North American Division (NAD) are connected by curriculum, mission, and organizational structure. Most schools are smaller than public schools and may be geographically isolated from other Adventist schools.

A study of teachers in the public-school system in Washington State offers insights regarding teachers in small, rural Adventist schools. There were 152 districts in Washington with enrollments of less than 1,000. The goal was to determine whether school size/location, rural or urban, and isolation from a larger community affected whether teachers were stayers, remaining at the same school the following year; movers, left for a new school or district; or leavers, exiting the teaching profession. Other research questions asked whether serving high minority populations or in poverty-stricken areas had effects on teacher attrition or mobility (Elfers & Plecki, 2006).

They did not find differences in the rates of teacher attrition between rural and urban schools. Teachers, with 5 years of teaching or less, were more likely to move out of rural schools than novices who had been teaching less than one year. Teachers in high-poverty areas had higher attrition rates. Many policies and conditions were similar in districts across the state of Washington. Demographically, many of the teachers were white, although they served a diverse population. Teachers in central Washington had higher attrition rates than teachers in the southwestern region of the state. Salaries were similar across the state (Elfers & Plecki, 2006).

The final report, examining beginning teacher retention and mobility in Washington State, noted that roughly 70% of beginning teachers stayed in the same school the following year, 11% moved to another school in the same district, and 7% changed districts. About 12% left the teaching workforce altogether (Plecki et al., 2017).

Many Adventist schools are small, rural, and may be isolated from the larger Adventist communities. Similar to the rural Washington public schools, a continuity of policies exists across Adventist schools. This continuity may contribute to teachers staying within the same school, conference, or the profession.

Research on Adventist teacher commitment, job satisfaction, and mentoring is limited. A survey of Adventist educators was conducted in Bermuda, Canada, and the United States every two years from 1987 through 2007. According to the Profile 2004 report, the majority of Adventist K-12 teachers were highly educated, certified, and committed to teaching in Adventist schools (Burton et al, 2005). The Profile 2007 report was similar. Responses from 547 teachers were categorized. Fewer than 8% of the teachers indicated they were not likely to remain in Adventist education for the next three years. Teachers were slightly more committed to the Adventist system than to their current school. These results demonstrate a committed and stable workforce in Adventist education for the NAD (Burton & Telemaque, 2011).

A more recent report shows a loss of about 1% per year of Adventist teachers from Adventist schools worldwide, or roughly 1000 teachers annually (Beardsley-Hardy, 2017). About 30% of the Adventist teachers around the world who left were replaced with non-Adventist teachers, a troubling concern for a mission-minded church.

The NAD Administrative Summit appointed an NAD Education Taskforce (NADET) in 2014 to assess critically the issues in Adventist education and make recommendations for improvement. Recommendations included improving professional development opportunities and support, especially for teachers at small schools, teaching principals, and principals of boarding academies (Thayer et al., 2017).

In Australia, challenges faced by teaching principals in small schools in Australia were examined, using three state schools, three Adventist schools, and three Catholic schools. The issues observed were similar to each other. These teaching principals enjoyed contact with students, but felt that there was not enough time to teach and take care of administrative tasks in the small-school environment. Burnout was a real possibility (Murdoch, 2009). Another study of remote Australian public schools underscored the need for collegiality for beginning teachers and opportunities to build professional community (Jarzabkowski, 2003).

Dramstad (2004) found that the climate of public and Adventist educational organizations in Norway contributed to affective commitment and efficacy among teachers. The Adventist teachers who responded had higher levels of job satisfaction and organizational commitment.

A study of Adventist teachers in Zimbabwe revealed that teacher turnover rates during a five-year period were low compared to the national average; teachers were dissatisfied mainly with organizational factors, but satisfied with personal factors (Masuku, 2010). Job satisfaction was shown to be a factor in teacher turnover.

Resources for Adventist Teachers

The Curriculum and Instruction Resource Center Linking Educators (CIRCLE), an online resource, provides some assistance to novice and experienced Adventist teachers (CIRCLE, 2000-2018). This is particularly valuable to teachers working in one- and two-teacher schools. Reading *Journal of Adventist Education* and following their New Educators' Blog provides tips for novice teachers seeking to improve their skills.

A virtual mentoring (VM) program has been launched at Avondale College, a Seventh-day Adventist tertiary institution in Australia (Williams et al., 2018). This online mentoring program supports first-year students, especially those at risk of leaving the university (attrition). A similar program supports Adventist online teachers (Forsey, 2018), but no program exists for first-year teachers in brick-and-mortar schools. Articles in the *Journal of Adventist Education* could inform those wishing to create such a program, especially for Adventist teachers at one- and two-teacher schools in rural areas (Forsey, 2018; Williams et al., 2018).

Journal of Adventist Education, the professional journal for Adventist educators, outlines helpful tips for organizing a mentoring program in Adventist schools. Thambi Thomas recommends that mentors schedule regular meetings with mentees, and help with daily and long-range planning. They should provide feedback, guidance, and modeling of effective teaching strategies (Thomas, Dec 2006/Jan 2007).

Conferences or schools must select and train mentors. Mentor training should provide an overview of mentor expectations and should help mentors understand how adults learn, review effective teaching strategies, classroom-management strategies, and characteristics of an effective classroom. Time should be provided for mentors and mentees to meet, opportunities for mentors to observe mentee's classrooms, and vice versa, with time to discuss what was observed. Thomas also recommends that travel expenses be reimbursed for mentors and mentees who must travel to each other's schools.

Need for Further Research

There is an increasing body of knowledge in education regarding ways that mentoring, self-efficacy and perceived organizational support can affect teacher

commitment. Research indicates that private teacher attrition rates are higher than those in public schools and more teachers in public school have mentor support (Ingersoll, 2004), it is important to examine these factors in Adventist schools. This study was needed to fill a gap in the research regarding mentoring and commitment among Adventist school teachers, by examining to develop effective mentoring programs for Adventist schools and confirming earlier research to benefit teachers, administrators and conference educational superintendents. This study examined mentoring programs in Adventist elementary and high schools, but can inform decisions at the school level, conference level, and in university level teacher training programs. This research could lead to improved support for novice teachers in Adventist education.

Discussion

Research indicates that mentoring/induction programs benefit teachers. Mentoring programs help lower teacher attrition rates, increase teacher efficacy, and strengthen teacher commitment to the profession. Creating an environment where teachers can continue to grow and develop may help improve teachers and schools (Senge, et al., 2012). Carefully structured comprehensive induction programs, can be beneficial. Characteristics of good mentoring programs include: careful selection and training of mentors, ongoing evaluation of mentoring programs, adequate time provided for mentor/mentee interactions, and addressing pertinent topics (classroom management, differentiated instruction, grading procedures, and understanding of school culture). Mentors need to understand how adults learn, and should help novice teachers develop their own teaching styles. Well-structured programs provide adequate time for mentors

and mentees to interact. Research regarding mentoring support in Adventist schools is limited. Research needs to be done, to provide ways to support novice SDA teachers.

Conclusion

Research indicates that mentoring/induction programs reduce teacher attrition rates and improve teacher efficacy. Lack of research on mentoring in the unique environment of Seventh-day Adventist schools raised the question that mentoring could benefit novice teachers in Adventist schools, but perhaps with adaptations to accommodate this particular group's needs.

The book *Education* is an excellent source of help to the Adventist elementary or secondary teacher who strives to attain the highest competency level as a teacher. According to White, the true teacher “constantly seeks higher attainments and better methods. His life is one of continual growth (White, 1942).” It is vital to provide support to help teachers grow, develop efficacy and reinforce Adventist teachers’ commitment.

CHAPTER 3

METHODOLOGY

Introduction

The primary purpose of this mixed-methods study was to examine the influence of mentoring, teacher self-efficacy and perceptions of organizational support on Adventist teacher commitment. The secondary purpose was to identify the characteristics of effective mentors and mentoring programs, while describing novice teachers' mentoring experiences and comparisons of novice and mentor expectations.

Research Design

Mixed-Methods Research

Mixed-methods research uses both quantitative and qualitative methods. A mixed-methods approach is appropriate when it will render a more complete understanding of the research problem than either approach used alone. The approach includes collection and analysis of closed-ended and open-ended data. Data collection can be concurrent or sequential, and may involve equal or unequal emphasis on each aspect.

A mixed-methods quantitative-qualitative research design was used. The quantitative phase included a descriptive non-experimental survey for novice teachers, as well as a survey for mentor teachers. The qualitative phase was a multi-site, multi-case study. Data collection included interviews, observations of mentor-mentee meetings, and artifact collection. This approach was used to gain a deeper understanding of the

experiences of novice teachers and mentors. Data collection was concurrent, with slightly more emphasis placed on qualitative data to gain a deeper understanding.

Quantitative Research

Used for many years, quantitative research reflects a post-positivist philosophical framework. A population sample is studied to draw conclusions about that population. Forming and testing hypotheses uses data collection and statistical tests. Conclusions are drawn, which can often be generalized and applied to the larger population using deductive reasoning (Creswell, 2014). Data may be collected via surveys or experiments.

The current study used survey research, which required examination of variables and field or pilot testing of the survey prior to implementation. Survey research can be cross-sectional or longitudinal; participant selection can be random or non-random. The survey must be checked for reliability and validity (Creswell, 2014). Here, an *ex post facto*, cross-sectional, non-experimental research design was chosen.

Quantitative survey research can assess attitudes, trends, or opinions of a population using a questionnaire given to a sample of this population (Creswell, 2014). Descriptive, non-experimental research allowed the researcher to understand the current conditions for novice Adventist educators. Non-experimental exploratory survey design allowed the researcher to identify the feelings, intentions, and behaviors of the novice teachers rather than attempting to change or adapt behavior, as in an intervention or treatment condition.

The advantage of using survey research design was to accurately measure the level of commitment for novice teachers. The limitation was that it did not reveal underlying reasons for commitment. This limitation was addressed by the qualitative

portion of the study. The statistical measures used included frequency distributions, correlations, and hierarchical linear regression, based on surveys.

Data accuracy is dependent on the level of transparency with which each teacher is comfortable. The generalizability of data is dependent on representativeness of the sample to the target population. To address these potential weaknesses, in the recruitment documents the researcher emphasized the importance of participation for data accuracy, generalizability, and the potential for improving the experience of novice teachers in the Adventist school system. She clarified that each person's identity would be confidential.

Qualitative Research

Qualitative research is a newer form of research, which explores social meaning. Qualitative researchers collect and organize data into themes, looking at individuals or small groups to find meaning in a particular setting. Inductive, rather than deductive reasoning, is used. Conclusions may reveal deep meaning about a particular group or subgroup of the population, but may not be generalizable to the entire population. Interpretations are based on the themes and data (Creswell, 2014).

Qualitative researchers begin with an awareness of their own philosophical assumptions, personal backgrounds, and beliefs (Creswell, 2013). These paradigms reflect the ontological, axiological, and epistemological stances of the researcher. Reality is viewed through transformative frameworks, such as social constructivist, postpositivist, transformative, pragmatic, or critical theory (Creswell, 2013). This study examined the experiences of novice teachers in Adventist schools through a social constructivist lens, by co-constructing meaning through observations, interviews, and artifacts.

Qualitative research is an inductive process (Maxwell, 2012). There are five major approaches to qualitative research design: *narrative*, *grounded theory*, *phenomenology*, *ethnography*, and *case study* (Creswell, 2013). *Narrative* studies the life of a particular individual. *Grounded theory* studies everything on a little-researched topic, attempting to develop a theory grounded in the data. *Phenomenology* seeks to obtain an insider's deep understanding of a particular phenomenon. *Ethnography* studies a particular ethnic or people group. Lastly, *case study* looks at one or more individuals (or other bounded phenomenon) over time and in-depth to introduce key experiential concepts, which may provide valuable learning.

This study used the case study method. A case can be a program, event, or group of individuals within a certain timeframe or place (McMillan & Schumacher, 2010). The researcher chose a non-randomized sample of novice Adventist teachers and mentors from various Adventist schools, for a multi-site, multi-case study, to understand how the cases were influenced by mentoring, self-efficacy and perceptions of organizational support. Mentored novice teachers were one case, unmentored novice teaches were another case, and the mentors provided the third case. This bounded the cases.

The second half of the study involved interviews with selected novice and mentor teachers, observations of mentoring sessions, and artifact collection. Characteristics of good mentors and mentoring programs were explored to gain a deeper understanding of the novice Adventist teacher experience. This study assumed the level of support perceived in the environment could affect commitment. An incentive was offered (a drawing for an Amazon gift card) to encourage participation.

Variables

The dependent variable was teacher commitment to the teaching profession. Independent variables included mentoring, teacher efficacy, and teacher perception of organizational support. Demographic information collected included: years of teaching (0 - 5), age, gender, certifications, school size, and geographic location.

Research Questions

For the quantitative portion of the study, there were four research questions:

1. What is the nature of mentoring for novice teachers?
2. What is the relationship between novice teachers' perceptions of important mentoring characteristics and mentor teachers' perceptions of important mentoring characteristics?
3. What are the levels of teacher commitment, self-efficacy, and perceived organizational support among novice teachers?
4. To what extent is teacher commitment related to self-efficacy, mentoring, and administrative support?

The qualitative portion of this study was guided by these research questions:

1. How do novice teachers in Adventist schools describe their experiences of having a mentor?
2. How do novice teachers describe changes in their commitment to the teaching profession over time?

A final research question integrated the qualitative and quantitative findings:

3. What would an effective mentoring program look like in Adventist schools?

Population and Sample

The sample was drawn from the population of all novice (0-5 years' teaching) and mentor teachers within the North American Division (NAD), excluding teachers from the Adventist Church in Canada, as well as the Guam-Micronesia Mission (GMM). The researcher was unfamiliar with differences between educational policies in Canada and the United States. In the GMM, many teachers are volunteers, students, and retired church members, thus less likely to pursue a career in education. In the literature, novice teachers were defined as having 0-3 or 0-5 years of experience (Eteläpelto, et al., 2015; Mahmoudi & Ozcan, 2015). This study used the broader definition to obtain a robust sample. The criterion for surveying a mentor teacher was that the teacher was currently or recently the mentor of a novice teacher. Novice teachers accessed the Novice Teacher Survey (ESM-1) and mentor teachers took the Mentor Teacher Survey (ESM-2) in SurveyMonkey. Novice and mentor teachers consented to participate in the survey.

Participants were selected for qualitative interviews from these categories: mentored novice teachers, non-mentored novice teachers, and mentor teachers. Participants were selected from survey respondents who indicated their willingness to be interviewed. With the consent of both mentor and mentees, the researcher observed mentoring/coaching sessions. Artifacts were collected.

Teachers were surveyed from rural and metropolitan Adventist schools. Teachers in both surveys came from small and large schools, elementary (K-8) and academy (9-12) levels. Because of the small sample size (less than 100 participants), the results may not be generalizable, but may stimulate further study regarding mentoring and teacher commitment. All teachers who fit the criteria and consented to participate were included.

Instrumentation

The testing instruments included a Novice Teacher Efficacy, Support and Mentoring Survey (ESM-1), which was administered online via Survey Monkey in Spring/Summer 2019. This instrument is found in Appendix A, and is referred to hereafter as the Novice Teacher Survey. This survey collected demographic information, such as gender, years of experience, grade levels taught, school size, geographic location, data on teacher commitment, mentoring, self-efficacy, organizational support, as well as characteristics of effective mentors and best practices of mentoring programs.

Mentor teachers completed the Mentor Teacher Survey (ESM-2) about their experience as mentors. This instrument is found in Appendix A, and is referred to hereafter as the Mentor Teacher Survey. It was administered in Spring/Summer 2019. The Mentor Teacher Survey collected data from the mentor teachers regarding characteristics of effective mentor teachers and best practices of good mentoring programs. It collected demographic information, such as gender, years of experience, grade levels taught, school size, and geographic location. Most questions used a modified Likert scale, but some were YES or NO questions, and check list items (DeVellis, 2012).

Survey Development

Examining Sources

Before creating the surveys used in this research, several existing surveys were examined. Gibson & Dembo (1984) developed a 30-item scale to measure self-efficacy and other factors. Woolfolk & Hoy (1990) updated and adapted this scale to examine teaching efficacy and personal efficacy. The validity and reliability of these instruments have been tested and revised. Denzine and colleagues (2005) used confirmatory factor

analysis, concluding that the Woolfolk and Hoy scale was not adequate to assess teacher self-efficacy. They assessed self-efficacy among pre-service teachers, but concluded that the information obtained would apply to in-service teachers as well. They noted that the Tschannen-Hoy scale (Tschannen-Moran & Hoy, 2001) could have similar flaws.

Bandura's Multidimensional Self-Efficacy Scale was examined and found to contain inconsistencies (Miller et al., 1999). Portions of this scale have been used successfully to assess individual factors (Everett et al., 2009), but this instrument was too broad to measure the self-efficacy variable in the current study.

Teacher self-efficacy scales can assess multiple facets of efficacy, such as how it relates to cultural awareness (Siwatu et al., 2015); that is, the ability of a teacher to respond to the needs of students from diverse cultural backgrounds. Misunderstandings about culture can lead to unnecessary or inappropriate disciplinary measures. Another self-efficacy scale was developed to measure how skilled a teacher felt about the ability to use the Internet (Cavus & Ercag, 2016).

Because none of these scales measured the constructs in the way the researcher needed, the researcher developed her own surveys. A few questions were taken from other surveys, indicated below.

Instrument Development

The researcher developed her own surveys, using member checking, personal experience, and the pilot study for content validity. Teacher commitment and teacher efficacy questions were adapted from surveys used in previous research (Chan et al., 2008; Ebmeier, 2003). For the mentoring questions, recommendations for mentor programs outlined by an Adventist educator for an Adventist school environment were used (Thomas, Dec 2006/Jan 2007). For the positive organizational support questions,

questions from published surveys were adapted (Eisenberger et al., 1986; Gallup, 2016). The researcher constructed additional questions based on her experience as a teacher and a mentor, and from the research demonstrating that mentoring helps teachers be more effective in the classroom (Callahan, 2016) and more committed to the teaching profession (Brill & McCartney, 2008).

Validity in Quantitative Research

Validity refers to whether the variable in question is the cause of the variability. There are three types of validity: content validity, criterion-related validity, and construct validity. Content validity assesses how well the items reflect the content. Criterion-related validity regards the predictive ability of a variable. Construct validity refers to the actual relationship of a survey item to the variable and can be assessed only indirectly (DeVellis, 2012). Tables 1 and 2 below show evidence of content validity for this project. Expert reviewers evaluated and established content validity for the surveys. A few people outside teaching roles helped establish face validity as well.

Table 1 specifies each variable used in the Novice Teacher Survey, defines each construct, lists the survey items in the survey which assessed each construct, and the supporting literature. Table 2 specifies each variable used in the Mentor Teacher Survey, includes a definition of constructs, and survey items in the Mentor Teacher Survey, with the supporting literature.

Teacher commitment, mentoring, self-efficacy and positive organizational support are all well-defined constructs listed in the research. Tables 1 and 2 provide evidence of content validity. A detailed review of each construct is found in Chapter 2.

Table 1

Specification of Variables: Novice Teacher Survey

Variables	Conceptual definitions	Operational definitions	Items	References
Demographic	Personal identifying characteristics	Gender, age, education level, geographic location of school, school size	ESM-1: Questions 3-14	Elfers & Plecki (2006), Jacob (2007)
Teacher commitment	Level of commitment to the teaching profession, (cognitive and affective acceptance of the profession, willingness to exert considerable effort for the profession, and strong intent to continue in the profession) Adapted from Chan (2008), Ebmeir (2003)	Teacher intends to remain committed to the teaching profession.	ESM-1: Questions 15-17	Callahan (2016), Chan et al. (2008), Darling-Hammond (2011), Ebmeier (2003), Elfers & Plecki (2006), Gray & Taie (2015), Keigher (2010), Smith & Ingersoll (2004), Ware & Kitsantus (2007)
Teacher efficacy	Beliefs that one is able to effectively perform the role of being a teacher	Confident in abilities, enjoys teaching, comfortable with classroom management	ESM-1: Questions 18-19	Bandura (1982), Burton (1995), Chan et al. (2008), Ebmeier (2003), Feiman-Nemser (2012), Hoy & Spero (2005), Ross & Gray (2006), Skaalvik & Skaalvik (2010), Wang et al. (2015), Ware & Kitsantus (2007)

Table 1, continued

Variables	Conceptual definitions	Operational definitions	Items	References
Mentoring	Providing professional guidance and support to a novice teacher	Novice has a mentor/coach assigned to him/her by school or principal.	ESM-1: Question 20-26	Aderibigbe (2013), Arnold-Rogers et al. (2008), Barrera et al (2010), Bickmore (2013), Callahan (2016), Darling-Hammond (2007), Gilbert (2005), Gilles et al. (2013), Hallam et al. (2012), Ingersoll & Strong (2012), LoCasale-Crouch et al. (2012), Long (2010), Thomas (2007)
Positive organizational support	Perception that the school or organization is supportive of the novice teacher.	Novice states that she feels supported by school, principal or Conference.	ESM-1: Questions 27-35	Blair (2008), Burnett et al (2015), Guitierrez et al (2012), Maertz et al. (2007), Teague & Swan (2013), Gallup (2016), Eisenberger et al (1986), Jacob (2007)
Characteristics of effective mentors	Characteristics mentors need to possess to be effective mentors as identified in the research.	Novice states that these characteristics are evident.	ESM-1: Questions 36-37	Haggard & Turban, 2012, Schunk & Mullen, 2013,
Best practices of mentoring programs	Components needed for a strong mentor program.	Novice states that these components are evident.	ESM-1: Questions 38-39	Bullough, 2012, Newcombe, 1988, Waterman & He, 2011

Table 2:

Specification of Variables: Mentor Teacher Survey

Variable	Conceptual definitions	Operational definitions	Items	References
Demographic	Personal identifying characteristics	Gender, age, education level, geographic location of school, school size	ESM-2: Questions 3-14	Jacob (2007)
Mentoring	Providing encouragement, assistance to a novice teacher	Novice has a mentor/coach assigned to him/her by school or principal.	ESM-2: Question 15-24	Ambrosetti (2012), Barrera et al. (2010), Bullough (2012), Fluckiger et al. (2006), Kent et al. (2012), McCune (1998-9), Pirkle (2011), Thomas (2007), TTMAC (2015)

Reliability in Quantitative Research

Reliability refers to the amount of effect the variable has on a set of items. Table 3 lists Novice Survey inclusion criteria and Table 4 has Mentor Survey inclusion criteria. The variables, subscales, the items that define the subscales, as well as the reliability estimates are indicated. Cronbach's alpha is calculated for each set of variables, the most common method of checking internal consistency of questions loaded onto the same factor. (Laerd Statistics, 2018). Scores range from fair to acceptable or good, and one score is considered excellent. See Tables 3 and 4.

The range of possible values for Cronbach's alpha range between 0 and 1, and define the proportion of a scale's variance to a common source underlying the items (DeVellis, 2012). A weak correlation between two coefficients would be 0.00-0.29, indicating that no relationship (0.00) or that a weak relationship exists between variables. A score of 0.30-0.69 would indicate a moderate relationship between variables, while a score of 0.70-1.00 would indicate a strong relationship between the variables (Jackson, 2011). A general rule is that scores between 0.6 and 0.7 are fair or questionable, 0.7 and 0.8 are acceptable, from 0.8 and 0.9 are good, and above 0.9 are excellent. Scores very close to 1.0 may be too highly correlated, or redundant (Glen, 2021).

Table 3

Novice Teacher Survey Inclusion Criteria

Variables	Subsets	Items	Cronbach's Alpha
Teacher commitment		TC1-TC8	0.83
Teacher efficacy	Implementation SE	TE1-TE6	0.79
	Instructional SE	TE7-8, TE 15-17, TE19	0.63
	Relationship SE	TE9-14, TE 18	0.75
Mentoring		M1, M2, M12	0.71
Organizational Support	Sources of Support	OS1-10, OS 15-17	0.67
	Administrative Support	OS11- OS14	
Characteristics of Successful Mentors		M4-M9, M13-M23	0.81
Qualities of Good Mentoring Programs		M25-M39	0.82

Table 4

Mentor Teacher Survey Inclusion Criteria

Variables	Subsets	Items	Cronbach's Alpha
Qualities of good mentors		M3-M10	0.91
Characteristics of a good mentor program		MENCHAR8, MPRG4, MPRG10	0.65
Mentor growth		MGRO1-MGRO4	0.80

Because the surveys were created by the researcher (using some items from other surveys), they were field tested using a pilot study. The novice teacher pilot study included a small sample of novice teachers from various Adventist schools, some with mentoring programs and some without.

Novice Teacher Pilot Survey

The pilot study was conducted with teachers from three conferences who were willing to be surveyed with the prototype survey (*N=8*). Half of these teachers were in their first year of teaching; the other half were second-year teachers. Seventy-five percent were female. The majority held Bachelors' degrees (87.5%), and held various credentials. School sizes varied, with the majority from schools with student populations over 100 (65.5%). Of the sample, 62.5% were teaching three or more grades. Seventy-five percent were from suburban areas. The majority were teaching at K-8 schools (75%), but K-12 and 9-12 schools were represented.

In addition to frequency distributions, Cronbach's alpha was calculated for each construct. Teacher commitment (*r=0.882),* teacher instructional efficacy (*r = 0.875),*

mentoring (*r = 0.858)*, perception of organizational support (*r = 0.886)*, and mentor functions (*r = 0.763).* The pilot study helped establish validity and reliability for the testing instrument. Questions were refined based on teacher responses. Some questions were altered for clarity or to allow teachers without mentors to more fully respond.

To establish face and content validity, questions for the pilot surveys were reviewed by experts. Two experts were retired mentor teachers, one within the Adventist school system, and the other, in the public school system. Their input helped refine the mentoring, demographic, efficacy, support and commitment questions. Others who reviewed the surveys included: a veteran teacher in an Adventist school, an instructional coach, a local businessman, and a former student of the examiner also provided input, particularly about the structure, clarity and readability of the survey questions.

Mentor Teacher Pilot Survey

Five mentor teachers consented to take the mentor pilot survey. This group included two males. The mentors ranged in age from 30-59 years old, with the majority having taught from 11-25 years (80%), and holding multiple subjects' credentials (60%). All five held Masters' degrees, and were teaching in K-8 schools within the same conference, with 60% in rural areas. The majority taught at schools with student populations exceeding one hundred students. These teachers were currently (40%) or had recently been mentors (60%). Only 20% had received training before mentoring.

Teachers supported novices in various ways, from providing resources and classroom management ideas (100%), to listening (80%), providing feedback on lesson plans (80%), to observing novices teach (40%). Mentors felt they benefitted from these partnerships. Analysis of these surveys helped build the final surveys.

Final Survey Descriptions

The Novice Teacher ESM (Efficacy, Support and Mentoring) Survey (ESM-1) contained 44 questions (See Appendix A). The constructs assessed included teacher commitment, mentoring, self-efficacy, perceptions of positive organization support, characteristics of effective mentors, and best practices of mentoring programs.

The ESM-1 used a modified Likert-type scale asking novice teachers to rate their feelings on a scale of 1 (*not true*) to 5 (*very true*) with the lower number reflecting a lack of efficacy, lack of support, or lack of commitment to the profession. The higher the total score, the higher the feelings of efficacy, support, or feelings of commitment experienced by the teacher. A scale can capture details with a higher degree of precision than a single item could (DeVellis, 2012). A few questions required a yes or no response, and some gave an opportunity to explain an answer.

The Mentor Teacher Survey (ESM-2) had 25 questions, and asked about characteristics of effective mentors and traits of an effective mentoring program. Questions regarding mentoring were based on several studies, including those on effective mentoring programs in Adventist schools (Thomas, Dec 2006/Jan 2007), research from the Schools and Staffing Surveys about teacher retention and attrition (Smith & Ingersoll, 2004; Ingersoll & Strong, 2011), and research about mentor training (Waterman & He, 2011). This survey is found in Appendix A.

All mentors completed the Mentor Teacher Survey whether or not they were teaching or mentoring currently. The data helped the researcher understand support provided to novice teachers. Most questions used a Likert-type scale, but there were a few yes/no response questions and short answer items.

Content Validity

The researcher consulted experts in the field of mentoring and teaching: a retired Adventist veteran teacher from the public school system (who had been a mentor) and a retired veteran teacher from Adventist schools (who had been a mentor). Inter-rater reliability was established using a cross-tabulation of scores on the various components assessed in the novice and mentor surveys. Each reviewer independently read the surveys and evaluated each category. The kappa score indicated a fair amount of agreement between these two expert reviewers (k=0.359, *p=0.002*). The Kappa statistic indicates inter-rater reliability. Kappa values between 0.21-0.40 indicate a fair amount of agreement (McHugh, 2012).

Other reviewers helped establish face validity by providing input to the readability of the survey questions and constructs. These included a veteran teacher currently teaching in Adventist schools, an instructional coach, one former student of the researcher (who had graduated from Adventist schools), and one Adventist businessman working in the public sector who obtained most of his education (primary, secondary, tertiary) from Adventist institutions. Each reviewer independently read the same surveys and provided feedback on each category (demographic, efficacy, support, mentoring, commitment). Based on their review, ambiguous questions were modified. Questions were also modified when the completed pilot surveys were analyzed, to allow greater representation of groups (mentored, non-mentored, informally mentored).

External Validity

This study would have been generalizable to the population of Adventist novice teachers if a sample size of 100 or more had been obtained. The small sample yields

valuable insights, but further research must be done. Teachers responded from conferences across the NAD, and represented both small and large schools, of various grade structures and geographic locations. This sample was representative of the larger population of novice and mentor Adventist teachers. However, a larger sample is frequently used in order to generalize to the larger population.

Reliability

To establish reliability for each variable, a reliability analysis was performed for each set of scale items. Cronbach's alpha indicates the internal validity (reliability) of each set of items. A few scores are in the fair range, but most scores are acceptable, or good. One score is in the excellent range.

The Novice Teacher Interview Questions are found in Appendix B. These guiding questions were designed to help the researcher understand the case of being a novice teacher in Adventist schools, (joys and challenges of teaching), whether having a mentor would help with the struggles, commitment decisions, and reflection on teacher growth.

The Mentor Teacher Interview Questions are also found in Appendix B. These questions sought to gain a deeper understanding of how the mentor helps the novice teacher grow into the profession, and what the mentors identified as the important qualities of mentors and the characteristics of successful mentors.

The researcher also sought to observe working models of mentoring programs in use in the NAD at this time, by observing mentoring sessions, collecting artifacts, and through the use of interviews of teachers and mentors. Observation protocols are found in Appendix B, and a sampling of artifacts collected are in Appendix G.

Validity and Reliability for Qualitative Research

Validity in qualitative research is measured by the degree to which the research explanations match the reality of the world (McMillan & Schumacher, 2010). There must be mutuality of meanings between the researcher and the participants. To enhance validity in qualitative research, this study used several methods: prolonged and persistent fieldwork, multimethod strategies, mechanically recorded data, member checking, and participant language/verbatim accounts (McMillan & Schumacher, 2010).

The researcher analyzed interim data, ensuring that it matched participant intended meanings. Multimethod strategies included triangulation of data collection, including interviews, observations, and artifact collection. Data was recorded with Zoom audiovisual recordings and note-taking. The researcher verified meanings informally with the participants to ensure accurate data interpretation, both during interviews and with follow-up emails. Participant language and verbatim accounts of participant statements were incorporated in the reporting (McMillan & Schumacher, 2010).

Observations

Naturalistic observations are those in which the researcher observes people in the context of their natural environment, in contrast with laboratory observations. For naturalistic observations, the researcher can be disguised (observing without participant knowledge) or undisguised (making participants aware that they are being observed). The researcher can be a nonparticipant (records but does not interact with those being observed) or participant observer (actively participates) (Jackson, 2011). In this study, the researcher was a nonparticipant observer in a naturalistic setting.

During an observation, data is collected using narrative records in which rich descriptions of the participant's behavior are recorded using notes from recordings (video or audio) or gathered using checklists, particularly when specific behaviors are being observed (Jackson, 2011). Researchers must to be aware of their own biases. They need to be wary of expectancy effects; that is, they do not want their expectations to influence the outcome of the study. Expectancy can cause a researcher to pay particular attention to phenomena or reactions which support a personal bias rather than attending to all the data which could be collected through the observation (Jackson, 2011).

A complete participant gains a firsthand knowledge of the participants in the study without researcher presence potentially affecting participant behaviors. If the role of the researcher is known, it can be viewed as an intrusion and affect participant behaviors. If the researcher is an observer completely, naturally occurring behaviors can be observed while recording them (Creswell, 2014). This researcher observed mentoring/coaching sessions to view coaching behaviors. Mentors listened to novices, provided feedback, helped brainstorm possible solutions, and discussed classroom management, curriculum, and pedagogy. The observation protocol is found in Appendix B. These observations revealed specific strategies helpful to novices.

Interviews

When conducting structured or standardized interviews, a prepared list of questions can be given to a participant, with specific answer choices. However, in qualitative research, semi-structured, in-depth interviews are often used. The researcher may begin with a list of questions to guide the interview, but allow the participant to guide the questions, providing rich descriptions and ensuring collection of high-quality

data. Interviews can be conducted face-to-face, in person, over the phone, on Zoom or Skype, or even by email (Creswell, 2014). Interviews may be recorded via audio or video recording for transcription and coding later. Even when recording interviews, the researcher should take notes, in case the recording fails (Creswell, 2014).

An interview protocol should be used for all interviews, noting the time, date, place, and participant information. The protocol includes ice-breaker questions, then the sub-questions for the research, ending with a concluding statement. Follow-up questions should allow individuals to explain or elaborate on what they said. The researcher should keep a log of these interviews (Creswell, 2014).

For this study, the researcher interviewed and recorded most participants using the Zoom platform, which allowed face-to-face interaction in real time. In a few cases, the participant requested a phone interview, due to time constraints. One interview occurred face-to-face. The researcher took handwritten notes during all interviews, and reviewed the notes and the recordings before writing the qualitative results.

Direct quotations from the participants were included in the results. The use of direct quotations is helpful in capturing the essence of themes in qualitative research. However, where used, quotations must be succinct, illustrative of the concepts, and representative of all voices interviewed. Quotes substantiate the evidence, but are not the argument itself (Lingard, 2019).

Artifacts

Artifacts are items which people make and use. An in-depth understanding of a case may include interviews, observations, and artifact collection, including documents and audio-visual materials (Creswell, 2013). Artifacts can be personal documents such as

diaries, personal letters, and anecdotal records; official documents including internal papers, personnel files, student records, and newsletters; and/or objects like trophies, posters, and awards. Documents can be internal or external to the setting, and may be formal or informal (McMillan & Schumacher, 2010).

Analyzing artifacts involves five strategies: locating the artifacts, identifying, analyzing, criticizing, and interpreting their meanings (McMillan & Schumacher, 2010). The researcher may photocopy documents and film or photograph objects. Authenticity must be confirmed; the researcher needs to understand the purpose of each artifact, including how and where it was used. Such items can enrich understanding of the case.

In the current study, the researcher collected a mentor checklist (used during a traditional mentor/mentee meeting) and several mentoring handbooks provided to novice teachers during induction. She obtained materials from the Washington State Mentor Academy, a free four-day mentor training program.

Procedures

Approvals

This study was compliant with the US Department of Health and Human Services Code of Federal Regulations, 45 CFR 46.102 (2009), as evidenced by Institutional Review Board approval from Andrews University. This approval indicates that it poses minimal risk to the participants. The probability of causing discomfort or harm to any participant was at the same level or less than that experienced in daily life activities. (Institutional Review Board (IRB) approval from Andrews University is found in Appendix C).

The researcher contacted each union conference educational superintendent or designee to determine which schools had mentoring programs. With permission from conference officials or teachers in Upper Columbia, Oregon, and Michigan Conferences, the researcher delivered the pilot survey electronically via SurveyMonkey to a small sample of novice and mentor teachers.

After the pilot study was conducted and survey adjustments were made, the researcher contacted Mr. Arne Nielsen at the NAD Office of Education to obtain permission to conduct the research study in the NAD (see Appendix D). Education superintendents from each union conference were contacted for permission to conduct the full study with novice and mentor teachers at Adventist elementary and high schools within the NAD; the researcher was instructed to contact each conference individually (Appendix E). She requested and was given the names of teachers meeting the research criteria (as mentor or novice), then emailed those teachers within conferences which had granted approval, requesting their participation in the study. Later, she amended the procedure, sending the recruitment letter to all teachers in those conferences (Appendix F). This process removed the burden from the conference officials, allowing teachers fitting the study criteria to self-report. This modification was conducted with IRB approval (Appendix C).

Those who consented to participate were sent the link via SurveyMonkey. They provided contact information if interested in being interviewed or observed for mentor/mentee meetings. There was no pressure to participate in the study. The Novice Teacher Survey and Mentor Teacher Surveys were both created in SurveyMonkey on

February 2, 2019. The first question asked for consent, before giving access to the body of the survey. Participants completed the surveys from June through October of 2019.

Interviews and observations were conducted with a subset of novice teachers and mentors. The researcher recorded these meetings via Zoom for later transcription and coding. A few interviews were conducted by phone, and detailed notes were taken during all interviews and observations. Novice teacher interviews occurred from November through December 2019, and mentor teacher interviews from January through February 2020. Observations were conducted in January and March of 2020, to observe mentor/mentee meetings (coaching sessions). These sessions were recorded and coded into themes. Artifacts were collected from conferences, schools, and teachers with mentoring programs in place.

Qualitative and quantitative data analysis took several months, which included meetings with the dissertation committee for revisions and analysis. After the dissertation defense, the researcher will send letters to participating conference education departments, thanking them for allowing teacher participation. The researcher will mail Amazon gift cards to 15 participants who won the drawing.

Treatment of Data

The researcher imported SurveyMonkey data into SPSS Statistical Software. For the Novice Teacher Survey, each participant's unique identifier was the prefix "N" (Novice) followed by a number, in the consecutive order it was received (N1, N2, etc.). There were 57 surveys, but three did not meet the criteria and were removed from the data set (listwise deletion); thus, the final data set contained 54 surveys. Mentor teacher data was labeled with the prefix "M" (Mentor) and a number denoting chronological

order of receipt. There were 34 mentor surveys. Cases with a few unanswered questions were kept, so there were some missing data points. Teachers willing to participate in the qualitative portion of the study, or wishing to have their names entered in a drawing for an Amazon gift card provided their names and email addresses. All personal identifying information is confidential.

Qualitative data was coded. Codes are used to organize and assign meaning to information gathered in the study (Miles et al., 2014). Coding occurred in two cycles. The first cycle divided the data into chunks. The second cycle worked through the data from the first cycle to assign themes, using descriptive coding (Saldana, 2009).

Novice interviews were encoded "NI-1," "NI-2," etc. (Novice interview 1 . . .). Mentor interviews were labeled "MI-1," etc. Observation notes taken by the researcher are the exclusive property of the researcher. Statements of participating teachers included in the finished project are identified by the code letter/number. This code was used on observation sheets, surveys, and transcripts of interviews with the participants. Recruitment documents are found in Appendix F.

Data Analysis

The quantitative research questions are:

1. What is the nature of mentoring for novice teachers?

Frequency distributions were calculated, indicating those who had experienced mentoring versus those who had not. Formal and informal mentoring was also analyzed. Calculations included frequency of mentoring episodes and whether mentoring occurred during the first year of teaching or later. Means, standard deviations and percentages

were calculated for teacher commitment survey questions. Frequency distributions of mentor reports of various activities was calculated, as well.

2. What is the relationship between novice teachers' perceptions of important mentoring characteristics and mentor teachers' perceptions of important mentoring characteristics?

Means, standard deviations, percentages, and frequency distributions were calculated using survey questions of novices and mentors regarding important mentor characteristics, and important mentor program characteristics as identified by each group.

3. What are the levels of teacher commitment, self-efficacy, and perceived organizational support among novice teachers?

Descriptive statistics, including means, standard deviations, and percentages were used to describe levels of commitment. Self-efficacy was divided into three subscales (implementation, instructional, and relationship) before running descriptive statistics. Positive organizational support was divided into subscales: administrative support and sources of support. Cronbach's alpha established reliability for each scale. Sources of support used frequency distributions, means and standard deviations to describe them.

4. To what extent is teacher commitment related to self-efficacy, mentoring, and administrative support?

Data were analyzed using SPSS statistical software. Hierarchical linear regression was used to determine relationships between variables. Correlations were calculated using Pearson correlation.

The qualitative questions were:

1. How do novice teachers in Adventist schools describe their experiences of having a mentor?
2. How do novice teachers describe changes in their commitment to the teaching profession over time?
3. What would an effective mentoring program look like in Adventist schools?

The interviews, mentor/mentee meetings, and surveys shed light on the ways mentoring can help novice teachers, and factors which can improve the experience of a novice teacher at Adventist schools. Data condensation, or data reduction, is the process by which data is analyzed and simplified, or transformed, to bring about greater understanding (Miles, Huberman, & Saldana, 2014). The term data reduction can be used, which means to reduce the data to that which is relevant to the guiding questions (Pell Institute for the Study of Opportunity in Higher Education, Institute for Higher Education Policy, and Pathways to College Network, 2018). Thematic analysis grouped the data into themes, which involved descriptive coding. Themes were reviewed numerous times to ensure accuracy. Member checking ensured that conclusions accurately reflected participants' intended meanings.

The researcher searched for patterns in the data, using plausibility; a particular conclusion makes sense and fits the data. She also used clustering, in which some data seem to go well together in a category, and counting, in order to see what was collected (Miles et al., 2014). Observations, interviews, and artifacts helped develop an understanding of ways mentoring helps novice teachers in Adventist schools, and to shape a more complete picture of what a successful mentoring program could look like.

Data was revisited multiple times before final conclusions were drawn. Open-ended questions from the surveys were analyzed by grouping into themes and coded.

Issues of Research Integrity: Researcher Reflectivity

The researcher was reflective about her experiences as an Adventist teacher in Adventist schools (for 11 years), as well as about her involvement in a comprehensive mentoring program while teaching in Tennessee public schools (about five years). During that time, she participated as a mentee for three years, because she was new to the district, although not a novice teacher. After three years, she became a mentor teacher. She was impressed about possible benefits of mentoring programs for Adventist schools.

This Tennessee mentoring program was run at each school by two veteran teachers, who received remuneration. They organized a monthly meeting for novices, to review practical material, such as preparing for parent-teacher conferences. They assigned novices two mentors each, a primary mentor at the same grade level, and a secondary mentor, in case the teacher was uncomfortable discussing some topics with grade level team mentors. The primary mentors provided ongoing support; novices approached them with questions. The researcher sought counsel from her primary mentor as she made the transition from Adventist school to public school. Mentor/mentee meetings were informal and as needed. Each grade level team (five or six teachers) was a PLC (Bullough, 2012), providing ongoing support.

The researcher's experience with this mentoring program, coupled with her experience teaching in Adventist schools and her passion for Adventist education, stimulated her interest in studying the effect of mentoring programs in Adventist schools.

The researcher had been mentored and had been a mentor for a novice teacher. She had sixteen years of teaching experience. She needed to be aware that she did not impose her own beliefs about successful mentoring, but had a growth mindset (Dweck, 2016), because teachers are lifelong learners. She chose the survey questions based on her experiences as a teacher; first, as a novice, and later, as a veteran. She adapted some questions from surveys used in other studies. Mentoring questions were based on literature about mentoring, teacher efficacy, and teacher commitment. Her experiences as a mentee and a mentor gave insight developing questions regarding the needs of novices and the strategies used by mentors. She was aware of bias from her own experiences, and used member checking to minimize researcher bias (McMillan & Schumacher, 2010).

At the conclusion of this study, the researcher will prepare an article for the *Journal of Adventist Education (JAE)*, the journal for Adventist educators. According to Dr. Faith-Ann McGarrell, editor of the *JAE,* nothing about mentoring has come through for publication since she took over as the editor of that peer-reviewed journal in 2014 (personal communication, 5/29/18). Mentoring novice teachers is a current issue in curriculum (Ornstein et al, 2011) and is informative to teachers, principals, schools, conferences, and university teacher education programs.

Summary

This chapter discussed the methodology used in this mixed-methods study. A brief discussion of the uses and purposes of quantitative and qualitative research is included. The population of this study included all novice (0-5 years' teaching experience) Seventh-day Adventist teachers in the North American Division of Seventh-day Adventists (NAD), excluding the Adventist Church in Canada and the Guam-

Micronesia Mission. The quantitative sample included novice and mentor teachers who completed the surveys. Novice teachers took the Novice Teacher Survey, while Mentor teachers completed the Mentor Teacher Survey. The qualitative sample included a subset of novice and mentor teachers, who consented to be interviewed about their experiences or observed in a mentor-mentee meeting. Artifacts were also collected from several teachers and conference officials.

Four quantitative and then three qualitative questions were outlined. Quantitative survey development was described, which included the development of novice and mentor pilot surveys. The inclusion criteria, such as the conceptual and operational definitions for the variables and survey items for each subset were discussed, as well as Cronbach's alpha for each subset. Measures to establish validity and reliability were included, as well as the description of the final instruments.

The qualitative portion included interviews, observations, and artifact collection. Qualitative methods are briefly discussed. A subset of the surveyed teachers participated in the qualitative research. Validity and reliability for qualitative research was discussed, as well as researcher reflexivity. Data analysis was described for both quantitative and qualitative methods. Quantitative analysis included frequency distributions, measures of central tendency, measures of spread, and hierarchical linear regression. Qualitative results involved data condensation by first coding items into chunks, then further describing the data into themes. Results of the study are presented in Chapter 4.

CHAPTER 4

RESULTS

Introduction

The purpose of this study was to examine the influence of mentoring, self-efficacy, and POS on teacher commitment. The secondary purpose was to identify the characteristics of effective mentors and mentoring programs, while describing novice teacher mentoring experiences and comparing novice and mentor expectations.

In this chapter, the quantitative results from surveys of novice and mentor teachers are presented, followed by the qualitative data from interviews and observations of selected teachers and mentors. Then, the quantitative and qualitative results are integrated, followed by a summary of the major findings.

Demographic Characteristics of Participants

Novice Teachers

Novice teachers responded from 21 local conferences across the NAD. These conferences were Arkansas-Louisiana, Chesapeake, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa-Missouri, Michigan, Montana, New Jersey, Oregon, Pennsylvania, Rocky Mountain, South Atlantic, South Central, Southeastern California, Texico, Upper Columbia, Washington, and Wisconsin. Most novice teachers (N = 54) were female (83.3%); under 30 years old (61.1%); had bachelors' degrees (79.6%); and had multiple subject credentials (51.9%). About 74% had taught for 3 years or fewer (See Table 5).

School characteristics where novice teachers taught are summarized in Table 6. School sizes ranged from one-teacher to 25-teacher schools. The majority of teachers (52%) had between 11 and 20 students. Approximately 61% of the teachers were teaching in schools with 9 or fewer teachers, with about 60% having student populations of 110 or less. About 72% reported class sizes of 20 or fewer. Roughly 26% of educators were teaching in rural schools, with the remainder from suburban or urban areas.

Mentor Teachers

A total of 34 teachers completed the Mentor Teacher Survey. These veteran teachers were currently mentoring or had mentored a novice teacher in recent years. Some were part of a formal mentoring program, while others provided informal support. Mentors were employed currently in Seventh-day Adventist schools.

The mentor teachers came from 14 conferences across the NAD, including Arkansas-Louisiana, Chesapeake, Florida, Idaho, Indiana, Iowa-Missouri, Michigan, New Jersey, Ohio, Oregon, Pennsylvania, South Central, Upper Columbia, and Washington. Of the 34 respondents, 30 were female. The majority were between 40 and 59 years old (about 56%). Demographic characteristics are listed in Table 7.

Of the group, 41% taught in one to three teacher schools. Another 41% came from schools with 4-15 teachers. Over half of the teachers worked in schools with fewer than 100 students. Student populations ranged from 11 students to 680 students. The majority of the teachers taught classes of 11 to 20 students (73.5%), with multiple grade and subject combinations. Some mentors were administrators or teaching principals. Table 8 illustrates the variety of school structures.

Table 5

Demographic Characteristics of Novice Teachers

Characteristic	*N*	%
Gender		
Male	9	16.7
Female	45	83.3
Age group		
20-29	33	61.1
30-39	9	16.7
40-49	7	13
50-59	4	7.4
60+	1	1.9
Education		
Bachelors	43	79.6
Masters	9	16.7
Post MA	1	1.9
Certification		
Multiple subject	28	51.9
Single subject	9	16.7
Specialist	1	1.9
Provisional	11	20.4
Other	5	9.3
Years teaching		
1	15	27.8
2	13	24.1
3	12	22.2
4	7	13
5	7	13

Table 6

Demographic Characteristics of Novice Teacher Schools

Number of teachers at each school	*N*	%
1-3 teachers (small)	17	31.5
4-10 teachers (medium)	20	37.0
11 and above (large)	17	31.5
(denotes teachers at small, medium and large schools within the NAD)		
Student population of each school		
30 or fewer	11	20.4
31-60	8	14.9
61-90	8	14.9
91-110	5	9.3
111 and above	22	40.7
Class Sizes		
10 or fewer students	11	20.4
11-20 students	28	51.9
21-30 students	7	13
31-100 students	8	15
Grade Combinations		
Single-grade elementary	11	20.4
Multiple-grade elementary	23	42.6
High school	7	13
Preschool combinations	3	5.6
Specialty areas (Art, Music, Spanish)	3	5.6
Other (K-6, 3-6, 7-10, K-8)	7	13
Geographic location		
Rural	14	26
Urban/suburban	40	74

Note: *Classifications per US Census* (Census Bureau, 2019)

Table 7

Demographic Characteristics of Mentor Teachers

Characteristics	*N*	%
Gender		
Male	4	11.8
Female	30	88.2
Age group		
20-29	1	2.9
30-39	7	20.6
40-49	9	26.5
50-59	10	29.4
60+	7	20.6
Education		
Bachelors	10	29.4
Masters	16	47.1
Post MA	8	23.5
Certification		
Multiple subject	22	63.7
Single subject	1	2.9
Specialist/multiple subjects	6	17.6
Administrative (with other credentials)	2	5.8
Multiple/Single subject/specialist	1	2.9
Early childhood/ Kindergarten	1	2.9
Provisional certificate	1	2.9
Years teaching		
1-5	1	2.9
6-10	6	17.6
11-15	5	14.7
16-20	4	11.8
21-25	9	26.5
26-30+	9	26.5

Table 8

Demographic Characteristics of Mentor Teacher Schools

Characteristic	*N*	%
Number of teachers at each school		
1-3 teachers (small)	14	41.2
4-10 teachers (medium)	11	32.4
11 and above (large)	9	26.5
(denotes teachers from small, medium, and large schools within the NAD)		
Student populations of each school		
40 or fewer	10	29.4
41-90	9	26.5
91-110	3	8.8
111 and above	12	35.3
Class Sizes		
10 or fewer students	1	2.9
11-25 students	25	73.5
26-40 students	1	2.9
41-100 students	5	14.7
Administrator	2	5.9
Grade Combinations		
Single-grade Elementary	4	11.7
Multiple-grade Elementary	9	26.4
High school	4	11.7
Pre-K/K	1	2.9
Administrator	2	5.9
Other (K-8, 1-8, K-7, etc.)	14	41.1
Geographic location*		
Rural	7	20.6
Urban/suburban	27	79.4

Note: *Classifications per US Census*

Mentoring Experiences

The quantitative data from the two surveys is presented below, following each research question. Characteristics of the mentoring received and provided is followed by descriptions of preferred characteristics for mentors and mentoring programs. Following that, relationships among mentoring, teacher commitment, self-efficacy, and perceptions of support are reported.

Research Question 1: What is the nature of mentoring for novice teachers?

Characteristics of the mentoring received are described below, followed by how the teachers felt supported and the ways mentors provided support to them. Mentoring is defined as receiving support from a veteran teacher as a novice assimilates into the educational environment. Mentors can provide emotional or practical support.

Mentoring Experience Characteristics

Table 9 summarizes the characteristics of the mentoring experienced by novice teachers (N = 54). Approximately 80% reported receiving some mentoring. At the time they participated, 17 (31.5%) reported having mentors. Twenty-six (48.1%) had mentors during their first year of teaching. Together, 43 (79.7%) of the 54 novice teachers had some type of mentoring experience: (a) had mentors currently, (b) had mentors during their first year, or (c) had informal mentors. Mentoring definitions varied. Those who defined their mentoring as informal indicated they had people to whom they could go to for help. Teachers in a formal mentoring program had been assigned a mentor in the traditional sense of one novice to one mentor. A few had a coach available at the conference level. About 20% reported having no mentoring, formal or informal.

Table 9

Characteristics of Mentoring Experienced by Novice Teachers (N = 54)

Variable	*N*	%
Have mentor		
Currently	17	31.5
Had mentor first year	26	48.1
Formal mentoring only	3	5.6
Formal with informal mentoring	23	42.6
Informal mentoring only	17	31.5
No mentoring	11	20.4
Who mentored		
Colleague at same school	14	25.9
Colleague from another school	8	14.8
Other	10	18.5
Instructional coach (2) Principal (2) Superintendent (2) Supervisor from student teaching (1) Informal (colleagues) (2) Uninvolved mentor (1)		
Frequency of mentoring		
Meetings as needed	11	20.4
No formal meeting/ask questions as needed	14	25.9
1-3 times a year	3	5.6
5x/year with cohort; 3-4 times per year 1:1	1	1.9
Never met with mentor	2	3.7
Would like a mentor		
Yes	18	33.3
No	7	13.0
Maybe	11	20.4
Have mentor or don't need	17	31.5
No response	1	1.9
Receive informal mentoring	40	74.1

Mentors were often colleagues from the same school (25.9%) or from another school (14.8%). Frequency of mentoring episodes varied; 44% met only when they had questions. Among those who did not have mentors, 18 (33.3%) desired mentors.

Some novice teachers experienced a macro-mentoring approach; their conference employed an instructional coach (or coaches) to meet the needs of all teachers. These conferences focused on first- and second-year teachers, but the coaches were available to assist any teacher who needed help. Coaches provided formal training for novices during pre-session programs plus gave assigned training a couple of times during the school year. Coaches observed and assisted individual teachers as needed.

Table 9 indicated inconsistencies in the mentoring experienced by novice teachers. Of those receiving mentoring, 3.7% never met with their assigned mentor. Others met as needed (20.4%), while some met only a few times year (5.6%). Only one indicated a consistent schedule participated in with other novice teachers, followed up with one-to-one meetings. About 26% were paired with colleagues at the same school. Some were paired with colleagues at another school (15%), or had access to conference instructional coaches (3.7%). Almost 41% of the mentors were colleagues. The others included principals (3.7%), conference officials (3.7%), coaches (3.7%), superintendents (3.7%), and informal mentors (3.7%).

Types of Mentoring Experiences

Forty-three (79.6%) reported some form of formal and/or informal mentoring. They reported being supported during mentoring and rated how helpful these experiences were. Only the teachers who had formal or informal mentoring (*N = 43*) were included in Table 10. For each mentoring function, the percent who responded that their mentor was

somewhat or very helpful is shown. Some respondents did not answer this question. Those with mentors felt providing a listening ear had been helpful (65.1%). Help with classroom management ideas was mentioned by 53.5% of the participants.

Mentors were asked how often they supported teachers in specific ways (see Table 11). The most frequent support provided to novices was a listening ear (70.6%). Sharing instructional resources (64.7%), encouraging novices to reflect on their practices (38.2%), and providing feedback on lesson plans (38.2%) were important also. The least common activities provided by mentors were helping novices set up a classroom at the beginning of the year (20.6%) and helping novices with long-range planning (20.6%).

Table 10

Novice Teacher Reports of Ways They Felt Supported by Mentors (N = 43)

Types of Support	***N***	**Mean**	***SD***	**%**
M4 Providing a listening ear	28	4.47	1.08	65.1[a]
M7 Giving me classroom management ideas	23	3.9	1.29	53.5[a]
M9 Helping me navigate my teaching/staff responsibilities	17	3.85	1.22	39.5[a]
M6 Providing feedback after observing me teach a lesson	15	3.87	1.39	34.9[a]
M5 Giving feedback on lesson plans	12	3.58	1.28	27.9[a]
M8 Helping me set up my classroom at the beginning of the year	7	2.8	1.4	16.3[a]

Note: a =% somewhat helpful or very helpful

Table 11

Mentor Reports of Ways They Supported Novice Teachers

Types of Support	*N*	Mean	*SD*	%
M3 Providing a listening ear	33	4.18	0.85	70.6[a]
M9 Sharing instructional resources	33	3.88	0.89	64.7[a]
M4 Providing feedback about lesson plans	33	3.33	1.02	38.2[a]
M10 Encourage novice to reflect on their own practice	33	3.39	1.17	38.2[a]
M6 Giving classroom management ideas	33	3.3	1.02	35.3[a]
M5 Observing a lesson and providing feedback	33	2.94	1.22	32.4[a]
M7 Helping set up a classroom at the beginning of the year	33	2.58	1.20	20.6[a]
M8 Help novice with long-range planning	33	2.97	0.98	20.6[a]

Note: a = % frequently or very often

Novice teachers rated their satisfaction with the mentoring they received. Of the 54 participants, 29 (53.7%) stated they did not have a mentoring program. Table 12 shows the percentage of teachers satisfied with their mentor and mentoring program. Of the majority of the novice teachers who had mentors, 23 out of 28 (82.1%) stated their mentors met their expectations “often” or “all the time.” Just over half of this group, 14 of 25 (56%) reported that the mentor program at their school met their criteria “regularly” and “very well.”

To understand what factors would have made novice teachers feel more supported, they were asked, “What one thing could have made this an easier year for you?” Their responses are listed in Table 13.

Table 12

Novice Teacher Ratings of Mentoring Experiences (N = 54)

Types of Support	***N***	**Mean**	***SD***	**%**
M24 How well does/did your mentor possess the qualities you rated as important? *(N = 28)*	23	2.15	2.19	82.1[a]
M40 How well does/did the mentor program at your school meet the criteria you feel are important? *(N = 25)*	14	1.61	1.89	56.0[b]

Note: a (M24) = % often and all the time; b (M40) = % regularly and very well.

Table 13

Novice Teacher Reports of how This Year Could Have Been Better (N = 54)

Types of Support	***N***	**%**
More support from administration/conference	8	14.8
A teacher assistant or parent volunteer	9	16.7
Mentor	8	14.8
Smaller class sizes	4	7.4
Planning time	18	33.3
Reflecting on my practice	3	5.6
No response/other	4	7.4

Of the mentors surveyed (*N = 34)*, the majority of the mentors (85.3%) had never received training prior to being assigned to a novice teacher. The activities or skills discussed in mentor training were not indicated for the 14.7% who had received training. Of the novices, 14.8% indicated that having a mentor could have made their year easier.

Preferred Characteristics of Effective Mentors and Mentoring Programs

Research Question 2: What is the relationship between novice teachers' perceptions of important mentoring characteristics and mentor teachers' perceptions of important mentoring characteristics?

In both the Novice Teacher Survey and the Mentor Teacher Survey, teachers were asked to identify characteristics they considered necessary in an effective mentor, whether or not they had received mentoring. Unfortunately, the survey questions were not identical. Responses here were compared on similar points.

Characteristics of Effective Mentors

Unanimously, novice teachers valued listening skills, followed closely by feedback/practical advice (94.4%). They felt mentors needed to model good teaching behaviors (90.7%) and encourage teachers to find their own teaching style (90.7%). Encouragement was valued highly (88.9%), as was the commitment to the teaching profession (85.2%). Table 14 shows the percentages of novice teachers who identified each item as being very important.

Mentors felt encouraging novices was of paramount importance (82.4%). Second on their list was good listening skills. (61.8%). At the very bottom of the list was "good understanding of how adults learn" (8.8%). Mentors felt it was essential to encourage and listen to novices. Table 15 lists the characteristics mentors felt were important.

Table 14

Novice Teacher Reports of the Important Characteristics of Effective Mentors (N = 54)

Characteristic	***N***	**%**
Good listening skills	54	100
Provide feedback/practical advice	51	94.4
Model good teaching behaviors	49	90.7
Encourage teachers to find their own teaching style	49	90.7
Encourage novices	48	88.9
Committed to the teaching profession	46	85.2
Encourage reflective practice	42	77.8
Coach novices in good teaching strategies	40	74.1
Good understanding of how adults learn	29	53.7
Should have received training before mentoring novices	27	50
Be exemplary teachers themselves	27	50

Table 15

Mentor Reports of the Important Characteristics of Effective Mentors (N = 34)

Characteristic	***N***	**%**
Encouraging	28	82.4
Good listening skills	21	61.8
Helping novices find techniques/approaches that work for them	19	55.9
Positive attitude	14	41.2
Patient	10	29.4
Honesty	9	26.5
Flexibility	6	17.6
Good understanding of how adults learn	3	8.8

Characteristics of Effective Mentoring Programs

Mentors and novices rated characteristics they thought were essential in a successful mentoring program. Novices felt receiving help with classroom management strategies (88.9%), time to observe mentor teachers (88.9%), and receiving feedback (87%) were important. Taking personal responsibility for their own growth was also important (81.5%). Reflecting on teaching and making changes as needed (77.8%), and meeting with mentors regularly (75.9%) were high on the list. Teachers wished mentors would observe them teaching (74.1%) and valued an attitude of collaboration (74.1%). Table 16 indicates novice ratings of characteristics of a successful mentoring program.

Table 16

Novice Teacher Reports of the Characteristics of Good Mentor Programs

Characteristic	***N***	**%**
Help novice w/classroom management strategies	48	88.9
Time for novices to observe mentor teachers	48	88.9
Mentors to provide feedback to novices	47	87.0
Novices to take responsibility for themselves	44	81.5
Reflect and make changes as needed	42	77.8
Mentors to meet with novices on a regular schedule	41	75.9
Time for mentors to observe novices teaching	40	74.1
Attitude of collaboration among teachers	40	74.1
Paired with a novice close to the same grade level	37	68.5
Training for mentors before and during mentoring	35	64.8
Help novices with lesson planning	32	59.3
Formal mentoring for 1-2 years	31	57.4
Mutually agreed-upon content	31	57.4
Assist novice with setting up classroom environment	25	46.3
Only work with one novice at a time	16	29.6

To have a successful mentor program, mentors felt it was vital to have regular meetings with their mentees (76.5%). The majority thought it was essential to assist novices with classroom management strategies (70.6%). Half of the mentors felt it was important that training be provided for mentors. These results are shown in Table 17.

Comparison of Novice and Mentor Responses

Although the questions about successful mentors' characteristics and attributes of a successful mentoring program were not identical between the surveys, they yielded important insights. Table 18 reports the similar item results. Sample sizes differ, with 54 novice surveys and 34 mentor surveys. The percentages of novices and mentors who felt these characteristics were necessary for an excellent mentor to have are shown.

Table 17

Mentor Reports of the Characteristics of Good Mentor Programs

Characteristic	***N***	**%**
Regular mentor/mentee meetings	26	76.5
Mentor assists novice with classroom management strategies	24	70.6
Training for mentors	17	50
A schoolwide attitude of helping and sharing	16	47.1
Support from administration/principal	14	41.2
Mentor assists novice with long-range planning	10	29.4
Mentor assists novice with weekly lesson plans	9	26.5
Mentor assists novice in setting up the classroom	2	5.9

Table 18

Mentor Characteristics Valued by Novices and Mentors

Characteristic	**Novice %** (*N = 54*)	**Mentor %** (*N = 34)*
Good listeners/good listening skills	100	61.8
Help novice to find their own teaching style	90.7	55.9
Encouraging novices	88.9	82.4
Good understanding of how adults learn	53.7	8.8

As seen above, novice teachers valued listening skills in a mentor, but mentors rated encouraging (82.4%) more frequently than listening (61.8%), although both were important. Over 90% of the novices felt that it was important for a mentor to help them find the teaching style that works for them, while about 56% of the mentors surveyed felt this way. Only 8.8% of the mentor teachers surveyed indicated that 'good understanding of how adults learn' was an essential factor.

Table 19 compares novice and mentor teachers' responses about mentoring program characteristics. Both novices and mentors felt a good mentor program would "provide help with classroom management strategies" (88.9% and 70.6%, respectively). Mentors and novices felt that regular meeting times were important (76.5% and 75.9%, respectively). All participants completed the questions regarding mentors and programs.

Table 19

Mentor Program Characteristics Valued by Novices and Mentors

Characteristic	**Novice %** (*N* = 54)	**Mentor %** (*N* = 34)
Help novices with classroom management strategies	88.9	70.6
Mentors need to meet with novices on a regular schedule (meetings)	75.9	76.5
Schoolwide attitude of collaboration and sharing among teachers	74.1	47.1
Training for mentors	64.8	50
Mentors should help novices with lesson planning	59.3	26.5
Mentors should assist novices with setting up a classroom	46.3	5.9

After novice teachers stated important qualities in a mentor, they were asked how well their mentor exemplified those characteristics. Novice teachers who had no mentor (48.1% of the sample) did not respond. Twenty-eight teachers answered the question, "Was your mentor helpful in the areas you rated important?" Of this number, 23 (82.1%) said their mentor was helpful "often" or "all the time."

Novice teachers who participated in a mentoring program reported how often the program met the characteristics they rated as important. Fourteen (56%) of the twenty-five respondents said the program "regularly met expectations" or met them "very well." Those who had not participated in a mentor program (53.7% of 54) did not respond.

Both mentors and novices had similar expectations of the characteristics of effective mentoring. Many of the novice teachers surveyed were being mentored. The majority of those mentored were satisfied with their mentoring experience (82.1%), but only slightly more than half (56%) felt their school's mentoring program regularly met their expectations.

Mentoring partnerships benefitted the mentor as well as the novice. Mentors indicated that mentoring had 'helped them evaluate their own techniques' (88.2%), motivated them to share their own experiences (82.4%), 'gave them fresh ideas from the novice teacher they were working with' (79.4%), and 'providing and receiving feedback helped them grow as a teacher too' (88.2%). Their own teaching experience was "improved" or "greatly improved" by mentoring a novice teacher. The relationship seemed to be reciprocal and beneficial for many novices (82.1%) and mentors.

Teacher Commitment, Self-Efficacy, and Perceptions of Administrative Support Among Novice Teachers

The study evaluated the effects of mentoring on levels of teacher commitment, self-efficacy, and perceived administrative support among novice teachers.

Research Question 3: What are the levels of teacher commitment, self-efficacy, and perceived organizational support among novice teachers?

Teacher Commitment

Novice teachers were asked about their commitment to teaching using an 8-item Likert-type scale. Internal consistency reliability for the scale was 0.83. Total scale mean was 4.28 with a standard deviation of 0.96. The novice teachers surveyed were committed (4 = *mostly true*) to the teaching profession. Descriptive statistics about teacher commitment levels show that novices want to 'grow as a teacher' (M = 4.80, SD = 0.56), and 'enjoy teaching very much' (M = 4.22, SD = 0.79). They also 'plan to teach in Adventist school next year (M = 4.56, SD = 0.95), but when asked if they could see themselves teaching in Adventist school in five years, only 61.1% (M = 1.74, SD = 0.96) reported 'yes.' Intentionality does not always predict actions (DeAngelis et al., 2013).

When asked whether they would continue teaching in Adventist schools, most respondents did not indicate a reason to leave or stated firmly that they would continue to teach in Adventist schools unless they retired. A few noted that if God had a ministry for them overseas or in public school, they would go. One respondent said it would take "an act of God" to not teach in an Adventist school. Loyalty to the church's educational system and a sense of ministry was evident.

Other novice teachers mentioned personal life goals which might prohibit them from continuing to teach in Adventist schools, such as continuing education, furthering career goals, or staying home to raise or homeschool children. Several indicated stress and work/life balance as a reason not to remain. Lack of resources, lack of leadership or lack of support for new teachers were also cited as potential reasons to leave.

Teacher commitment responses were measured on a Likert-type scale. Table 20 indicates a moderately high level of commitment (*Mean=4.27*) to the profession. Roughly 84% of this sample stated "mostly true" or "very true" on these items.

Table 20

Descriptive Statistics: Teacher Commitment Level (N = 54)

Statement	N	Mean	SD	%
TC7 I want to continue to grow as a teacher	52	4.80	0.56	96.3[a]
TC4 I enjoy teaching very much.	50	4.22	0.79	92.6[a]
TC1 Teaching is an excellent profession.	48	4.39	0.83	88.9[a]
TC8 I want to teach in Adventist school next year.	47	4.56	0.95	87.0[a]
TC5 My job gives me professional satisfaction.	45	4.06	0.92	83.3[a]
TC6 I plan to be at my current school next year.	44	4.28	1.19	81.5[a]
TC2 I plan to still be teaching in 5 years.	40	4.11	1.16	74.1[a]
TC3 I plan to still be teaching in 10 years.	37	3.78	1.25	68.5[a]

Note. Mean = 4.27, SD = 0.96,[a] % = "mostly true" and "very true."

Teacher Self-Efficacy

Teacher efficacy represents the level of confidence teachers have in their teaching abilities. Novice teachers were asked about their perceived level of effectiveness in three dimensions. These areas were (a) implementation self-efficacy (6 items), (b) instructional self-efficacy (6 items), and (c) relationship self-efficacy (7 items).

Implementation self-efficacy, or leadership skills, encompasses the teacher's perceived ability to motivate students, manage the classroom, and misbehaving students, explain difficult concepts, and stimulate critical thinking. Results are shown in Table 21.

Novice teachers felt they could 'explain difficult concepts' (90.7%), 'use best practices' (85.2%) and 'manage misbehaving students" (83.4%) effectively. The majority could 'motivate students' (81.5%). Over half felt they could 'ask questions to stimulate critical thinking' (66.6%). Thus, implementation self-efficacy was moderate (M = 4.04). Responses may continue to rise with experience, especially if teachers feel supported.

Table 21

Descriptive Statistics: Implementation Self-Efficacy (N = 54)

Statement: How well can/do you…	N	Mean	SD	%
TE1 explain difficult concepts	49	4.11	0.60	90.7[a]
TE2 use best practices	46	3.94	0.63	85.2[a]
TE4 manage misbehaving students	45	4.02	0.76	83.4[a]
TE5 use effective classroom management procedures	44	4.04	0.64	81.5[a]
TE6 motivate students	44	4.13	0.73	81.5[a]
TE3 ask questions to stimulate critical thinking	36	3.96	0.89	66.6[a]

Note. Mean = 4.04, SD = 0.71, [a] % = "moderately well" and "very well."

Instructional self-efficacy encompasses instructional skills: direct instruction, cooperative learning, lesson planning, interacting with students, use of technology, and professional growth. All teachers reported being 'somewhat' or 'very comfortable' with 'interacting with students.' Most were comfortable with 'direct instruction' (92.6%), 'cooperative learning,' (85.2%) and 'professional growth' (83.3%). Teachers had moderate instructional self-efficacy (*M* = 4.37), as depicted in Table 22.

Relationship self-efficacy refers to the relationship skills needed to interact with all stakeholders. These skills include setting up a classroom, classroom management and discipline issues, interactions with parents and staff, conducting parent-teacher conferences, and organizing field trips. These require communication skills with students, staff, parents, and the community. There is some overlap in the three self-efficacy areas.

The majority were 'somewhat' or 'very comfortable' with 'setting up a classroom' (90.7%), 'interacting with staff' (88.9%), and 'classroom management' (85.2%). Teachers were less comfortable with interactions with parents and with student discipline issues. There was room for growth, particularly regarding discipline issues (62.9%) and organizing field trips (50%), as depicted in Table 23. They had moderate relationship self-efficacy levels (*M=3.96*).

Combining the efficacy variables revealed a total self-efficacy score for (*M* = 4.12). The total range of responses was between 3.00-3.99 (38.9%) and 4.00-4.99 (61.1%). Overall, over 60 percent of the teachers felt they had "good" self-efficacy, and almost 40 percent thought they did "moderately well" overall. Teachers were transparent about the areas in which they thought they needed to improve.

Table 22

Descriptive Statistics: Instructional Self-Efficacy (N = 54)

Statement: How comfortable are you with . . .		***N***	**Mean**	***SD***	**%**
TE15	Interacting with students	54	4.85	0.36	100.0a
TE 7	Direct instruction	50	4.57	0.74	92.6a
TE 8	Cooperative learning	46	4.30	0.77	85.2a
TE16	Professional growth	45	4.24	0.95	83.3a
TE17	Use of technology	43	4.26	0.99	79.7a
TE19	Lesson planning	42	4.00	0.91	77.8a

Note: Mean = 4.37, SD = 0.79, a = % Somewhat comfortable and Very comfortable.

Table 23

Descriptive Statistics: Relationship Self-Efficacy (N = 54)

Statement: How comfortable are you with . . .		**N**	**Mean**	**SD**	**%**
TE 9	Setting up a classroom	49	4.45	0.70	90.7[a]
TE 13	Interacting with staff	48	4.33	0.82	88.9[a]
TE 11	Classroom management	46	4.11	0.74	85.2[a]
TE14	Interacting with parents	43	4.06	0.83	79.6[a]
TE10	Parent/teacher conferences	40	3.76	1.04	74.1[a]
TE12	Discipline issues	34	3.63	1.00	62.9[a]
TE18	Organizing field trips	27	3.39	1.29	50.0[a]

Note: Mean = 3.96, SD = 0.97, a = % somewhat comfortable, and very comfortable.

Organizational Support/Administrative Support

POS refers to teacher perceptions that they are supported by the administration, conference, and school leaders. The variable "organizational support" was divided into two categories. *Administrative support* was measured with a 4-item scale; items OS11-OS14 yielded a reliability score of 0.673. The second subset, *sources of support*, refers to the specific people who provided support to the novices.

Novice teachers felt 'school administrators cared about their goals and values' (74.1%) and that the novice contributed to the school's well-being (77.8%). Half of the teachers felt their principal provided supportive communication to them during their first year; fewer (31.5%) indicated their administrator helped them set professional goals (M = 3.55). Table 24 displays the results for positive administrative support, indicating moderate perceptions of support.

Organizational Support: Sources of Support

Table 25 (p. 123) indicates who provided support to novice teachers. Principals, colleagues, or conference officials provided support for some novice teachers. According to the table below, either the conference (20.8%) or a colleague (20.8%) provided mentor support in many cases. Teacher evaluations and professional growth opportunities were provided most frequently by the conference (40.7% and 52.8%, respectively). Collaboration opportunities were often provided by colleagues (30.8%). Schools provided the majority of technology and other resources (67.9% and 75.9%, respectively), as well as scheduled work time (34%), with principals providing this as well (26.4%). "N/A" indicates teachers who did not receive these supports. Roughly 32% of these teachers felt that that mentoring was not provided to them.

Table 24

Positive Organizational Support: Administrative

Statement		*N*	Mean	*SD*	%
OS11	School administrators care about my goals and values	40	4.09	1.05	74.1[a]
OS12	School administrators feel I contribute to the school's well-being	42	4.38	0.95	77.8[a]
OS13	First-year supportive communication from the principal	27	3.22	1.77	50.0[b]
OS14	Principal provides time to help you set professional goals	17	2.52	1.60	31.5[b]

Note. Mean = 3.55, SD = 1.34, a = % moderately, very much, b = % often, quite a lot.

The majority of teachers surveyed experienced teacher evaluations (81.4%), professional development activities (88.7%), and collaboration opportunities (73%). Most enjoyed a collegial work environment (64%), and scheduled work time (73%).

Within the Adventist school system, many small schools have three or fewer teachers. Many teachers do not have scheduled time during the school day when an aide, colleague, or other faculty member can work with their classes, while the teacher prepares lesson plans or grades student work. Almost 74% of these teachers have scheduled work time. Meetings with administrative officials are examined in Table 26 (p. 124).

If a new teacher teaches in a one-teacher school, he or she may view the conference representative as a lifeline of support. While conference representatives may conduct teacher evaluations, they can also provide resources and advice. Approximately 19% of the teachers reported no visits from a conference representative that year.

Table 25

Sources of Organizational Support (N = 54)

Category	Source	N	%
Mentors (N = 53)	Principal	10	18.9
	Colleague	11	20.8
	School	4	7.5
	Conference	11	20.8
	N/A	17	32.1
Encouragement/Incentives (N = 52)	Principal	15	28.8
	Colleague	15	28.8
	School	4	7.7
	Conference	5	9.6
	N/A	13	24.1
Teacher Evaluations (N = 54)	Principal	18	33.3
	School	4	7.4
	Conference	22	40.7
	N/A	10	18.5
Professional growth (N = 53)	Principal	8	15.1
	School	11	20.8
	Conference	28	52.8
	N/A	6	11.3
Collegial work environment (N = 53)	Principal	4	7.5
	Colleague	13	24.5
	School	15	28.3
	Conference	2	3.8
	N/A	19	35.8
Collaboration opportunities (N = 53)	Principal	8	15.4
	Colleague	16	30.8
	School	9	17.3
	Conference	5	9.6
	N/A	14	26.9
Computers/Technology (N = 53)	Principal	3	5.7
	Colleague	4	7.5
	School	36	67.9
	Conference	2	3.8
	N/A	8	15.1
Materials/Supplies/Resources (N = 53)	Principal	5	9.3
	Colleague	4	7.4
	School	41	75.9
	Conference	1	1.9
	N/A	3	5.6
Scheduled work time (N = 53)	Principal	14	26.4
	Colleague	1	1.9
	School	18	34
	Conference	6	11.3
	N/A	14	26.4

Table 26

Support From Meetings with Administrators

Conference visits per year (N = 53)	*N*	%
Never	10	18.9
1-2 times per school year	35	66.0
3-5 times per school year	8	15.1
Principal discusses teacher evaluations (N = 54)		
Yes	24	44.4
No	20	37.0
N/A	10	18.5

Thirty-seven percent reported that the principal did not meet with them to discuss teacher evaluations, which can help novices recognize strengths and show growth. Teachers were instructed to mark "N/A" if they were teaching principals or in a one-teacher school.

When asked if there was someone at work who supported the novice teacher's development, 43 (81.1%) of 53 said "yes," 11.3% said "no," and the remainder indicated, "N/A." Table 27 indicates that 44.5% of those surveyed felt that the principal provided support, while 20.5% felt conference support. Colleagues provided support for 48.3%. This number included PLCs, mentors and instructional coaches, as well.

Table 27 shows that a large percentage of novice teachers felt they had some support systems. But 13% left the question blank, and 5.6% reported that the question did not apply to them. Almost 19% did not indicate that they had support.

Table 27

Support From People at Work (N = 54)

Source(s) of Support	N	%
Principal	8	14.8
Mentor/Instructional coach	2	3.7
Colleague	9	16.7
Conference	4	7.4
Superintendent	1	1.9
Superintendent and principal	2	3.7
Principal and conference	1	1.9
Principal and colleagues	8	14.8
Principal, colleague, conference	2	3.7
Principal, mentor, colleague, conference	2	3.7
Principal, conference, PLC leader, Special Services Director	1	1.9
Conference, mentor, colleague, school board	1	1.9
Teaching team (PLC)	1	1.9
Teachers, aides, parents	1	1.9
Friend from another school	1	1.9
N/A	3	5.6
No response to the question	7	13

Relationship of Teacher Commitment to Self-Efficacy, Mentoring, and Administrative Support

Research Question 4: To what extent is teacher commitment related to self-efficacy, mentoring, and administrative support?

The conceptual framework hypothesized that teacher commitment is primarily influenced by mentoring, mediated by teacher self-efficacy and perceived organizational support. Mentoring is defined as receiving personal and practical support from a veteran teacher, formally or informally. The mentoring questions asked if novices had formal mentors their first year of teaching, or if they were currently being mentored. Informal mentoring was also included. The questions were “Do you currently have a mentor?” (M1), “Did you have a mentor during your first year of teaching?” (M2), and “Do you

receive informal mentoring from anyone?" (M12). A person was assigned a score of "1" if they answered "Yes" to each question. Values for teacher mentoring range from 0 to 3.

Almost half of the sample had experienced formal mentoring or coaching during their first year of teaching (48.1%). Currently, 31.5% were being mentored. Of the 54 teachers sampled, the majority reported experiencing informal mentoring (74.1%). Some experienced only informal mentoring (31.5%), while the others had a combination of formal and informal mentoring (42.6%). Roughly twenty percent (20.4%) reported no mentoring. Mentoring conditions (*M = 2.67, SD = 0.88)* indicated that the majority had experienced some form of mentoring, either currently or during their first year of teaching, formally or informally. To answer the research question regarding the influence of the variables, hierarchical linear regression analysis was used, allowing the researcher to determine at which step an individual or set of variables are entered into the regression equation (Kim, 2016).

Table 28 reports variable means, standard deviations, and Pearson correlation coefficients for the relationships among the variables: teacher commitment, mentoring, self-efficacy, and administrative support. Pearson correlations show the strengths of association between two variables. A small (0.1 - 0.3), medium (0.3 - 0.5), or a large (0.5 - 1.0) association is revealed between variables (Lund Research Ltd., 2020).

The correlation between teacher mentoring and commitment is negligible (r = .05) and nonsignificant. The correlations between mentoring and the three measures of self-efficacy are negligible (r = -.21 to .06) and non-significant.

Table 28

Pearson Correlations

	M	*SD*	2	3	4	5	6
1. Teacher Commitment	4.27	.66	0.05	0.31*	0.38*	0.40*	0.43*
2. Mentoring	1.49	.38		-0.21	0.06	-0.15	-0.16
3. Implement. Efficacy	4.04	.50			0.38*	0.56**	-0.03
4. Instructional efficacy	4.37	.48				0.38*	-0.08
5. Relationship efficacy	3.96	.59					-0.06
6. Organizational support	3.55	.98					

*Note: *p < 0.05; **p < 0.01*

Teacher commitment is significantly correlated with implementation self-efficacy (r = .31), instructional self-efficacy (r = .38), relationship self-efficacy (r = .40), and administrative support (r = .43).

Multicollinearity is not a concern with bivariate correlations less than 0.8. Tolerances are from 0.65 for Relationship self-efficacy to 0.95 for Administrative support. Multicollinearity is not a problem since the tolerance is greater than 0.1 and VIF less than 5. Multicollinearity occurs if an independent variable is too highly correlated with other independent variables, undermining the statistical significance of the regression results (Allen, 1997).

The results of hierarchical regression are reported in Table 29.

Mentoring was entered into the table at Model 1, to predict teacher commitment. In Model 2, the self-efficacy subscales and administrative support were added to the model. The results of Model 1 indicate that teacher mentoring ($\beta = 0.045$) is not a significant predictor, explaining only 1.7% of the variance in teacher commitment.

Table 29

Hierarchical Regression Results: Mentoring vs. Self-Efficacy and Organizational Support (n = 54).

Model		*b*	*SE*	*β*	*t*	*p*
1	(Constant)	4.154	.374		11.122	<.000
	Teacher mentoring	.080	.244	.045	.328	.74
2	(Constant)	-.352	.888		-.396	.69
	Teacher mentoring	.322	.201	.183	1.600	.12
	Implementation self-efficacy	.148	.181	.112	.818	.42
	Instruction self-efficacy	.220	.168	.161	1.310	.20
	Relationship self-efficacy	.372	.150	.334	2.479	.02
	Administrative support	.314	.075	.467	4.204	.000

Model 1: R^2 = .002, Adj. R^2 = -.017, $F_{(1, 52)}$ = .108, p = .744
Model 2: R^2 = .437, Adj. R^2 = .379, $F_{(5, 48)}$ = 9.281, p < .001

In Model 2, administrative support and the self-efficacy subscales were added to mentoring, and a statistically significant model was achieved ($F(5,48) = 9.28$, $p < 0.001$). This set of five predictors explained about 38% of the variance in teacher commitment ($R^2 = 0.437$, *Adjusted* $R^2 = 0.379$). Relational self-efficacy ($\beta = .334$, $p = 0.018$) and administrative support ($\beta = .467$, $p < .001$) are significant predictors of teacher commitment, with administrative support being the more important predictor. Teachers were more committed to the profession if they perceived support from their administrators and were developing relationship self-efficacy.

A comparison between Models 1 and 2 shows that the importance of teacher mentoring appears to increase in the context of other variables. In Model 1, when teacher mentoring is the sole predictor variable, its importance is only β = .045 (p = .74). However, when other predictor variables are included (implementation self-efficacy, instruction self-efficacy, relationship self-efficacy, and administrative support) in Model

2, teacher mentoring seems to increase its importance (β = .183, p = .12). With a larger sample size, as well as the addition of other teacher support variables, teacher mentoring may become statistically significant.

Qualitative Study Results

Interviews with novice teachers were conducted during November and December 2019; those with mentor teachers from January through February 2020. Observations of mentoring sessions occurred during January and March 2020. Most interviews and observations were on Zoom, and a few interviews were conducted by phone. Three mentor/mentee meetings were observed and recorded. When schools closed for quarantine because of the fear of contracting COVID-19, further scheduled observations were cancelled for the remainder of the 2019-2020 school year.

The researcher observed mentoring sessions between a mentor and a novice in a traditional setting, and attended coaching sessions where an instructional coach helped several new teachers with teaching strategies. Teachers in one conference conducted pre-session meetings via Zoom for in-service training prior to the 2020-2021 school year. The researcher received permission to listen and take notes of this form of coaching. Four Zoom training meetings were observed in August 2020.

The researcher used two rounds of coding, searching for patterns in the data, and arrived at themes related to the qualitative research questions (Miles et al., 2014; Saldana, 2009). The interview and observation data were analyzed and coded.

Artifacts were collected during the 2018-2019, 2019-2020, and 2020-2021 school years, and during interviews with conference education superintendents and instructional coaches. Artifacts continued to be collected following the interviews and observations.

Novice Teacher Interviews

Ten novice teachers with one to five years of experience (including the current year) were interviewed, including eight female teachers and two males, representing seven conferences across the NAD: New Jersey, Indiana, Florida, Michigan, Southeastern California, Upper Columbia, and Washington Conferences. Together, the interviewees taught all grade levels, ranging from Pre-K to high school single-subject areas. Some taught single grades in a self-contained classroom, while others taught multiple grade levels. Some were recent college graduates in their early twenties, while others came to the field of education through a less-traditional route, after working in other capacities.

The seven interview questions appear in Appendix B. The goal was to determine whether teachers had been mentored, their level of commitment to the teaching profession, teacher self-efficacy level, their perceptions of organizational support, their strengths, and areas in which they wished to grow. The researcher wanted to discover qualities novices felt were important for mentors to possess in order to assist beginning teachers effectively.

Of the ten novice teachers, three had experienced formal mentoring: they had been assigned a mentor teacher or had been part of a mentoring program within their conference. One teacher had been hired in a conference where instructional coaching was available, but because she had already taught for a few years, she had not felt the need for support. Three of the teachers had received informal mentoring, in which a colleague or the principal had been available to them to provide a listening ear, as well as academic support. The last three teachers had not had any form of mentoring.

After completing the interviews and observations, the researcher organized data into chunks then used descriptive coding (Saldana, 2009). This form of coding allows the researcher to describe the data and synthesize a large volume of information systematically. The goal was to uncover the main topics of the data to answer the study's fundamental questions, by paraphrasing each teacher's responses, arriving at the main idea or essence of what the participant said.

Novice Teacher Descriptions of Mentor Experiences

Research question 1: How do novice teachers in Adventist schools describe their experience of having a mentor?

Some of the teachers participated in well-organized formal mentoring programs, consisting of one-on-one mentor sessions with one teacher and one novice. Other teachers had instructional coaches who provided resources and support during pre-session and post-session meetings, as well as site visits to observe novices teaching or to allow observation of a mentor teaching. In some cases, the conference paid for a substitute teacher so the novice could travel to another school site to observe a veteran teacher. As needed, novice teachers contacted mentors or coaches by phone or email to ask questions. These teachers felt they received strong support from their school or conference.

> *I have a mentor from another academy. He's coming Monday to observe. Every new teacher in [name of conference] has a mentor. This will be the first time this year he will visit me. The conference pays for one time per year for him to visit, and one time for me to visit. We interact mostly by text. I could contact him daily if I needed to.* (NI-1)

> *All the teachers with three years' experience or under go once a month to the conference office [for training]. She [the conference instructional coach] makes it available [to us].* (NI-3)

> *In [name of conference], first- and second-year teachers have a mentor program. Two or three times a year, we meet at the conference office. The [assistant*

> *education superintendent] is in charge of the program. We spend a day to share and receive feedback. Lunch is provided. We can ask questions. The education superintendent observes in our classrooms twice. He got great speakers from the conference to talk to us about curriculum planning and parent/teacher conferences. The conference would pay if we observed in another class (once in Fall, once in Spring). They pay for a sub. They gave us a book* Teaching with Love and Logic, *and a binder for the mentor program.* (N-5)

In the conferences without formal mentors, some teachers received informal mentoring from colleagues or principals. They felt supported by their organizations. They were able to contact someone when they needed a listening ear, resources, or instructional support. Some of these teachers felt a camaraderie among the teaching staff and were comfortable approaching other teachers for help.

> *The principal and the teachers are very understanding. [The principal] comes to observe different classrooms and takes time to listen. Very supportive. [The] principal and all the teachers and superintendents are very positive. [They] are quick to send you to observe other teachers. Once, I flew to [another city within the conference] to observe another teacher.* (NI-2)

> *Not much [support from the school]. I love my team and I can go to them and ask questions. I don't feel any professional support. The principal is good at policy and would be supportive if he knew how.* (NI-4)

> *I feel really supported at the school. The Board and Pastor are really supportive. Volunteers do library time, art, PE, music. [They are] financially supportive too- like school supplies. [They say,] "Tell us what you need? What needs to be changed?"* (NI-8)

A few teachers felt no formal or informal mentoring support. They felt that more could be done to support new teachers. One teacher who loved the students and was doing her best for their academic growth, felt she probably would not remain in teaching for a long time. She was doing her best for the students while juggling family and personal time. She did not want to approach other teachers on staff for help because they were busy, and several of them were beginning teachers, too.

> *I wanted to be a teacher ever since I was a kid. It's hard because teachers burn out so easily. It's not sustainable the way it's set up in the Adventist system . . . it's way bigger than just teaching . . . can't see teachers doing this for more than about 10 years without more support.* (NI-9)

The novice teacher's sentiment that teachers in the Adventist system have many responsibilities with little support was echoed by one of the mentor teachers. This mentor had taught in public school, then in Adventist schools. She lamented, "We're losing some great teachers because of a lack of support. There's so much more we can do for teachers." She had not experienced formal mentoring herself, but saw the need for it. She enjoyed mentoring novices, stating, "Mentoring is vital to teacher success in teaching."

Those who had received mentoring, formal or informal, felt supported as they grew in their profession. Those who had not experienced mentoring felt some frustration. They enjoyed teaching and loved the kids, but saw the need for mentoring to assist new teachers with 'learning the ropes.'

> *Maybe if I'd had a mentor some of the tough things I ran into as a new teacher might not have been as overwhelming. It might have helped, especially with classroom management stuff.* (NI-4)

> *[I have] no mentoring. I've asked for help, but everyone is maxxed out. [Several] new teachers hired at once [here].* (NI-9)

> *I keep asking for a mentor. I want to know what to improve.* (NI-6)

Novice Teacher Changes in Commitment to Teaching Profession

Research Question 2: How do novice teachers describe changes in their commitment to the teaching profession over time?

Eight of the ten teachers described themselves as having a high level of commitment and a love for teaching. This response was from teachers with only one year of teaching as well as from those with two, three, four, and five years of experience.

Their commitment had not decreased over time. One of these teachers was leaving education to get married and relocate, but thought she might return to teaching someday. Another felt called to teach through God's leading over a number of years:

> *[My commitment level is] "very strong; that has come with time. God kept putting me in teaching positions, like Sabbath School. (NI-10)*

The following sentiment was echoed by several novice teachers:

I firmly believe in Adventist education . . . I have a high level of commitment. (NI-3).

. . . I have a high level of commitment. (NI-4)

Two teachers expressed average or high commitment levels, but could not see themselves teaching forever. The following quotes illustrate this ambivalence to one degree or another:

> *I've kind of always known I wanted to be a teacher. I feel committed. It's hard; I have had some thoughts about not being a general education teacher. I love kids, but I wouldn't be opposed to working in another aspect of education.* (NI-8)

> *I really enjoy it, but I don't see myself teaching full-time, long-term . . . it's not my end goal.* (NI-6)

Five themes emerged in the novice teacher data: *commitment to student success, sense of mission, inconsistent levels of support, appreciation of support* and *growing professionally over time.*

Commitment to student success refers to the novice teachers' commitment to the students, desiring for them to succeed, academically, physically, socially and emotionally. This care for students appeared to sustain these teachers through the ups and downs of teaching. They spoke frankly about the stresses of education and the

responsibilities expected of them. There was a keen sense of being in the teaching profession for the students, and this was a labor of love.

> *I have high expectations for them (students) . . . "Don't say you're not smart; I believe in you."* (NI-1)
>
> *10-12 hour days sometimes. You have to be that committed as a beginning teacher.* (NI-2)
>
> *My philosophy of education has changed. Love of learning is more important than just rote facts. Making it fun [for the students]. Positive educational experiences with the different subject materials.* (NI-3)
>
> *I'm really good at connecting with the kids, whether nerdy or athletic- able to get 'buy-in' for school stuff.* (NI-4)
>
> *I love my subject area! And I connect well with students.* (NI-6)
>
> *I do a good job of engaging with students, getting [them] excited about the topic, engaging students in the content.* (NI-7)

The second theme was *a sense of mission.* Teachers felt teaching was God's calling on their lives, and they wanted students to grow spiritually and develop a relationship with Jesus. This theme resonates with the Adventist education system's overall mission of preparing students for time and eternity, supported by a recent research study of 1,095 Adventist teachers who attended the NAD Teacher's Convention in Chicago in 2018. When asked what the mission is of Adventist schools, the two top responses were leading students to Jesus (34%) and education (26%) (NAD Teacher Survey, as reported in Adventist World, March 2021, p. 4). This *sense of mission* was evidenced in the current study, as well.

> *God called me to be a teacher. I'm doing what I should be doing.* (NI-4)
>
> *I encourage missionary mindedness.* (NI-1)
>
> *My commitment level is very strong; that has come with time. God kept putting me in teaching positions (such as Sabbath School).* (NI-10)

Two interviewees described themselves as being committed, but with qualifiers. Both enjoyed teaching and loved working with the students. One felt the amount of time spent for the job was not sustainable over time. The work volume took its toll, and the teacher did not want to burn out from the sheer volume of time, energy, and work required. She felt that the Adventist system sets up teachers for burnout (so much responsibility for many things and little help). The last teacher was enjoying teaching more than she had expected to, but felt she probably wouldn't teach full-time forever. She put it this way: "*probably not long-term, full-time*." She liked teaching, but it involved "*more busywork and supervision than I thought*." Education had not been her original career choice.

Inconsistent levels of support described both sides of a coin. Some teachers had experienced micro- or macro- mentoring, while others had experienced inadequate support. All saw a need for support to help new teachers with their responsibilities.

> *I didn't have rose-colored glasses. Some who did, don't teach anymore. There's an aspect of emotional support that's needed [for beginning teachers]* (NI-3)
>
> *Maybe if I'd had a mentor, some of the tough things I ran into as a new teacher might not have been as overwhelming- it might have helped, especially classroom management stuff.* (NI-4)
>
> *I don't see myself teaching long-term, full-time. I got placed here, and I really enjoy it. [But] it's not my end goal...there's more busywork to teaching than I enjoy.* (NI-5)
>
> *I love teaching better than [my previous] career, although I like both. I keep asking for a mentor- I want to know how to improve.* (NI-6)
>
> *I wanted to be a teacher ever since I was a kid. It's hard because teachers burn out so easily. The Adventist system is not sustainable the way it's set up at the time. Our jobs are way bigger than in [public school]. I won't do this for more than about ten years- without more support. I've asked for help, but everyone is maxxed out. [Several] new teachers were hired at once.* (NI-9)

Some teachers did feel support. Others differentiated between social support (sense of community) and professional support (help with instruction and management). *Appreciation of support* is an overlapping theme with *inconsistent support. Appreciation of support* describes the appreciation novice teachers had because of receiving support. Novice teachers who felt supported note the sources of such support:

> *I love my team and I can go to them to ask questions. I don't feel any professional support. The principal is good at policy, and would be supportive, if he knew how. The conference guy- I like him. He's approachable.* (NI-4)

> *I feel supported by my administration.* (NI-7)

> *"I feel really supported at the school. The Board and the pastor are really supportive. Volunteers do art, music, library time, PE. They [the board] is financially supportive too...help with school supplies. They [the board] say 'Tell us what you need? What needs to be changed?'"* (NI-8)

> *Our principal tries to organize activities to support social connectivity among the staff- a couple of parties each year (staff camaraderie).* (NI-9)

> *The principal and the teachers are very understanding. The principal comes to observe different classrooms and takes time to listen. Very supportive. He's very supportive of the teachers when a student is sent to the principal. [In our conference] there are four superintendents- very supportive. They are quick to send you to observe other teachers. Once, I was able to fly to [another school] to observe another teacher.* (NI-2)

> *My first year, they sent me to a training conference- paid professional development. They were very supportive- staff, school board, superintendent.* (NI-10)

The fifth theme was *growing professionally over time.* Novice teachers reflected on their practice. They noted areas of strength and areas in which to grow. One 4th-year novice teacher spoke passionately about education and her role as a teacher. She noted,

> *My philosophy of education has changed. Love of learning is more important than just memorization of rote facts. Making it fun is important.* (NI-3)

> *I don't know who's learning more- the students or me. It's easy to forget what it was like for me to be a student. [I need to] simplify things in ways students can understand.* (NI-1)
>
> *Last year, I was in 'survival mode.' I've gotten better at critiquing myself- you have to be growing. [Have] specific times to grade, [write] lesson plans.* (NI-2)
>
> *I keep asking for a mentor. I want to know what to improve.* (NI-6)

Novice Teacher Descriptions of Effective Mentor Programs

Research Question 3: What would an effective mentor program look like in Adventist schools?

Of the teachers who were mentored, three participated in a formal mentoring program. Two of the three were teaching within the same conference. An assistant education superintendent at the conference office monitored this program. He met with novice teachers during pre-session and post-session meetings to discuss pertinent topics. Seven instructional coaches at various schools throughout the conference were available to teachers. He observed teachers and provided feedback. He provided the book *Teaching with Love and Logic* to each new teacher (Fay & Funk, 1995), and a mentoring notebook with new teachers' tips and resources. The teachers knew how to contact him or the instructional coaches if they had questions.

The third teacher had a more traditional mentor program. She had been assigned a mentor, whom she connected with as needed. The conference paid for one visit per year to her mentor teacher's classroom at another school to observe. The conference also paid for the mentor teacher to observe her classroom once per year. This teacher felt very supported by the organization, was learning a lot, and growing in her skills.

Some novice teachers were not receiving formal mentoring, but stated that informal mentoring was being provided, or had been provided in the past, by a principal

or other colleague. Some felt supported professionally, while others felt emotional support and encouragement, but a lack of professional support, such as with specific teaching strategies. All the novice teachers interviewed had opinions about the qualities a good mentor needed to effectively assist novice teachers in the classroom.

The qualities requested by the novices fell into three broad themes. The first theme was *Emotional Support*. The novices felt that a mentor needed to be an affirming person who would empower the novice. Responses indicated that this person needed to be available, approachable, supportive, positive, have a personal connection, understand the novice's strengths and teaching style, and have a heart for mission.

> *Having a point person who's more experienced, whom I can ask anything, even 'silly questions.' An aspect that's needed is emotional support. [You] need to have a good relationship with the mentor first.* (NI-3)

> *[A mentor needs to be] patient, available, relatable . . . somebody that's similar to you, at least in your teaching style.* (NI-5)

> *[A mentor should be] incredibly affirming, supportive, keep things positive through all discussions.* (NI-7)

> *Being accountable to that person. It's not in my nature to just reach out- if they could reach out to the novice.* (NI-8)

> *Patience is number 1; experience, willing to take time, be objective.* (N-10)

The second category was *Teacher Qualifications.* The novices felt that mentors needed to have teaching experience. Mentors needed to have exceptional skills in their subject area, be organized, have good time management skills, have a similar teaching style to the novice, be willing to share resources, and offer practical solutions.

> *[The mentor should have] a growth mindset, be up-to-date with new curriculum, be willing to grow and change, be flexible, [have] good organizational skills, at first, speak with the [novice] teacher weekly, then maybe bi-monthly.* (NI-2)

> *[The mentor should be] someone that's similar to you, at least in your teaching style.* (NI-5)
>
> *[The mentor needs to have] "exceptional skills in the subject area, connection to resources in an area they [novice] need help, and a personal connection- care about you as a person and a teacher.* (NI-6)

The final category was *Coaching Skills.* This area included the ability to coach or help novices grow in their teaching abilities. The novices wanted mentors who had high expectations of them, could be straightforward and objective, discerning what's really going on in a situation, and able to ask good questions to stimulate novices' thinking. Mentors needed to observe novices and allow the novices to observe them, and be able to connect novices to resources. Mentors who would be valuable to their growth would check in with the novices to see how they are doing and what they need.

> *[The mentor should have] the ability to ask really good questions, and really understand the person [they] are mentoring, their strengths, and adapt [their] pedagogy to their style. (NI-4)*
>
> *Be willing to let us watch you 'do your thing'- watch a master teacher, then let your mentor observe you and provide feedback.* (NI-8)
>
> *[A good mentor should have] approachability, be comfortable asking questions, straightforwardness, even with a lack of tact, encouragement, and practicality of suggestions.* (NI-1)

Whether mentored or not, all those interviewed felt they had grown as teachers. Areas of growth included abilities to deliver direct instruction, organize, manage the classroom, as well as communicate with parents and maintain documentation. Reflecting on their practice was evident, as they articulated areas in which they needed to grow.

Observations of Mentoring/Coaching Sessions

During January and March, two mentor teachers/coaches allowed the researcher to observe mentoring/coaching sessions via Zoom. In one case, the mentor teacher met

with the novice teacher for about fifteen minutes. She followed a checklist (Appendix G), which assessed important points each week, including lesson planning, grading, and self-care. The mentor also wanted to ensure that the novice was taking time for herself, getting adequate rest, and spiritual refreshment. The novice had grown in a number of areas. The mentor gave one suggestion for the novice to try if desired. This meeting provided scaffolding for a novice teacher, who was positive, encouraged, and efficacious.

In March, the researcher observed an instructional coach working with a group of novice secondary teachers in a group coaching session. After staff worship, the coach presented a strategy that teachers could use to engage students with content. Teachers practiced the strategy as a group. The coaching time was about ten minutes.

Later, the researcher observed an individual session with the same coach. This coach met regularly with new teachers as a group, but also had individual sessions. She demonstrated a math strategy, using a video clip of a master teacher using the technique. The novice teacher was comfortable asking questions and seemed willing to try the technique. This coach was in Conference 1, where a conference education superintendent and several coaches were placed in different schools, but available to all teachers.

In mid-March 2020, the coronavirus pandemic became a serious threat in the United States. The researcher had scheduled further mentoring observations. However, many public schools were shut down at that time (Camera, 2020). Adventist schools followed suit. Ultimately, 55.1 million students remained home from school in about 124,000 public and private schools in the United States, with almost all states recommending schools remain closed for the rest of the 2019-2020 school year. This was an historic development in the history of American schooling (*Education Week*, 2020).

Although some schools attempted emergency online education for the remainder of the year, there were no further opportunities in the 2019-2020 school year to observe formal mentoring/coaching sessions. Schools across the country scrambled to provide education to students in a challenging, continually evolving situation (*Education Week*, 2020).

During the summer of 2020, the researcher learned that online coaching sessions had continued in Conference 1 through the pandemic. The instructional coaches in that large conference used the Zoom platform to help teachers deliver education online to students. They met with teachers in the virtual platform to provide instructional strategies and technology support (St. Clair, 2020). The researcher obtained permission to join the online platform as an observer during their next sessions.

Conference 1 conducted online Zoom meetings for their teachers during the pre-session meetings prior to the start of the 2020-2021 school year. In their state, this meant student education would be delivered via a virtual learning platform. The researcher observed three of these sessions, as teachers grappled with how to provide quality instruction in a virtual format, considering the varied needs of students and parents in the community they served. Teachers received support from instructional coaches and from other teachers and principals, as they prepared for non-traditional education formats.

Everyone had been affected by the pandemic, but Zoom and other virtual platforms for mentoring or coaching are being used. From virtual school board meetings to teacher training, Adventurer, Pathfinder and Sabbath School meetings, it is evident that teachers can be supported, even at a geographic distance from each other. This opens new avenues of support for novice Adventist teachers. No teacher in the NAD needs be unsupported in the current environment. Zoom or Facetime can be used on personal

computers, iPads, smartphones, or other devices. If teachers have an internet connection, they can receive help. If the internet is not available, a teacher can be reached by phone.

Mentor Interviews

The researcher interviewed thirteen mentor teachers who had taken the survey. These teachers discussed their mentoring experiences and understandings of what a mentoring program looks like or should look like and the characteristics a good mentor needed. The interviewees included twelve females and one male, across seven conferences: Arkansas-Louisiana, Idaho, Michigan, New Jersey, South Central Conference, Southeastern California Conference, and Washington Conference. Some mentored one or two teachers; others were teaching principals helping novices too.

Mentor Descriptions of Effective Mentor Programs in Adventist Schools

Research Question 3: What would an effective mentor program look like in Adventist school?

Qualities of Mentors

Like the novice teachers, mentor teachers had a clear idea of the characteristics required of effective mentors. These characteristics fell into the same categories as the novice data: *Emotional Support, Teacher Qualifications,* and *Coaching Skills.*

The theme of *emotional support:* mentors believed it was important to be available to the novice, be committed to helping them succeed, maintain good communication, be compassionate, vulnerable, and honest. They needed to be good listeners, kindhearted, encouraging, consistent, willing to take the time needed and be willing to share resources. The most common response was that the mentor needed to have patience.

> *Very first . . . support and availability of your mentor . . . purposely set aside time and resources, whether the mentee asked or not. This is what I wished someone had done for me.* (MI-1)

> *Constantly give positive feedback so the new teachers feel empowered that they can do this.* (MI-2)

> *Demeanor, how you carry yourself- if you appear rushed, people won't feel comfortable approaching you, kind-hearted, [but you] still have to be strict sometimes, sometimes have to 'lay down the law,' [have] open-mindedness, let them know you don't always have the answer.* (MI-6)

> *[To be a successful mentor, you need] patience, a spiritual walk with the Lord. It is a gift from the heart, a passion for it- He is gifting us with it.* (MI-10).

The second theme was *teacher qualifications.* Mentors had a variety of responses about mentor qualifications. Some felt mentors needed to have both state and Adventist credentials, be part of an official program at the conference or school, have training before mentoring, be accountable to the conference office, and be assigned to a novice at a similar grade level (or at least have some knowledge of that grade level and not be more than three grade levels from the novice's grade). Mentors needed to have experience, good teaching skills and knowledge of content. Mentors needed to love teaching!

> *[A good mentor needs] a level of experience in teaching- as your mentee runs into roadblocks [such as] dealing with a difficult parent, managing grading, training a student worker- they have walked this [path] before.* (MI-3)

> *[A successful mentor needs] 'experience, patience, 'know-how,' 'with-it-ness,' the ability to tell someone what they need to hear without discouraging them- honest, straight-forward.* (MI-4)

> *[Be] familiar with your school's instructional system, all the academics, foundations of the Bible curriculum, standards, philosophy of education- be grounded in these."* (MI-10)

> *[A successful mentor needs] good knowledge of the curriculum they're teaching, good knowledge of students, good knowledge of how to communicate with parents, patience for adult learning (guiding, helping, wanting them to be successful), flexible, understanding just because something works for you, doesn't mean it works for others.* (MI-12)

The third theme was *coaching skills.* This entails asking good questions and assisting and empowering the novice to solve problems, reflect and grow. Novices need opportunity to grow and find strategies that work for them. They are not an extension of the mentor, but are developing their own style.

> *[The mentor needs to be] compassionate, willing to take the time to do this, be kind of organized to be able to share your ideas, have good teaching skills, good communication skills, good listening skills. Let them take the lead. I email them, but let them lead: know when to push and when to back off.* (MI-8)

> *Be able to take your experience and make it understandable to the novice. Be able to take what you know and share in a way that's encouraging to them.* (MI-11).

> *Each individual's needs are different. It's nice to just collaborate and meet with other teachers.* (MI-5)

> *Mentors who are patient. Young teachers should have opportunity to fail. Balance being patient, with giving opportunity for the novice to learn on their own- discuss with them and provide feedback, and be a sounding board. Do NOT make decisions for them. Offer more than one way to do things.* (MI-3)

Mentors felt that specific skills were needed for someone to be an effective mentor. Weekly meetings were important, as well as classroom observations with feedback, sharing resources, and instructional coaching. Mentees needed to be held accountable.

In addition to the themes of *emotional support*, *teacher qualifications,* and *coaching skills,* a fourth, underlying theme emerged from these mentor interviews: *passion for novice success.* It was evident that mentors loved sharing lessons learned from experience to help new teachers grow. They saw it as a mission and a privilege to pass along wisdom to support novice teachers.

> *Teaching is one of the greatest professions in the world. Being a mentor teacher- I can give back. [This is . . .] a rewarding profession, giving encouragement [to novice teachers]. (MI-4)*

I enjoyed mentoring. The person I mentored is now a leader and does professional development for the district [public school]. I liked it [mentoring] because I felt I was sharing my gift. (MI-9)

I have been mentoring a teacher who was my assistant last year. I love mentoring. There's no mentor program at my school. I noticed a need and helped a teacher who needed help. Mentoring is vital to teacher success in teaching. (MI-10)

A fifth theme evident among the mentors was *reciprocal learning and growth.* Mentors felt they were helping novice teachers, but that they were growing and learning from them too. A relationship of mutual respect fostered professional growth for both.

[The mentoring process] is not unidirectional. It is a growth process for both. (MI-1)

They (the novices) also have a lot of good ideas to share, new ideas from college, especially [in regards to] technology. It is not a one-way relationship. (MI-3)

Yes, I have [enjoyed being a mentor teacher]. It helps us both be more effective when we work together. Not just mentor/mentee collaboration, sharing ideas [at the school]. (MI-5)

Characteristics of Effective Mentoring Programs in Adventist Schools

Mentoring needed to be couched in a successful program. The program needed:

To have a successful program, you need to have mentors who 'buy-in.' This is most important. There needs to be some structure in place. The mentee must know the expectations. There must be quality mentors . . . they must have a level of experience in teaching, experience in dealing with difficult parents, managing grading, and training [others]. (MI-3)

[A good mentor program needs to allow] being able to spend time together, especially with a full schedule, being able to communicate well, and align across similar class levels. (MI-5)

[The most important characteristics of a mentor program] consistency, mentors have guidance and training, pair up teachers teaching the same grade and use and interest survey, if the conference was a little more accountable (reminders, a form to fill out to document progress, keep track of the hours, management things. (MI-8)

> *[The mentor program should have] people who love their craft- mentors who are doing it to help others, not for a paycheck, communication with a component of supporting, objectives set up by the mentor program, like how to differentiate, etc.* (MI-9)

> *Solid, consistent communication- knowing the curriculum, regulations, rules, laws, teacher support- we're losing some great teachers, because we need to help them.* (MI-10)

Mentors described the programs offered at their schools, and stated their opinions of what an ideal program should look like. Two responses encompassed what several had articulated:

> *[Characteristics of a good mentor program should include . . .] consistency, guidance and training for mentors, pair up teachers teaching the same grade level or using an interest survey, more accountability from the conference level, such as reminders, or a form to fill out, documentation. (MI-10)*

> *When mentoring someone, I say, "I'm there for you, to help you any way I can. I want you to recognize your strengths and weaknesses. I want to observe their teaching, give insights on the transitions in the class and the content delivery, differentiating, and the accuracy of the content being taught, make sure they have a solid foundation. (MI-11)*

Another theme emerged regarding the structure of mentoring programs: *Accountability.* Mentor teachers had definite ideas of what a mentor program should look like, but they noted there was not always accountability at the conference level to ensure mentoring took place or was effective. The conference may have paired the mentor with a novice, but often no one from the conference checked to see how well the mentor and novice were doing, there were no forms to document progress. Mentors wanted accountability, communication, and follow-through from the conference to ensure novices did not fall through the cracks. The following quotes illustrate accountability versus no accountability:

> *The Conference asks you to be a mentor for a specific person. The Conference assigns specific, targeted areas for each individual. [The novice spends] one day*

> *in the mentor's classroom and [the mentor spends] one day in the novice's classroom. (MI-11)*
>
> *[A good mentor program should have] consistency, mentor guidance and training, pair up teachers teaching the same grade or use an interest survey, and if the conference was a little more accountable—reminders/a form to fill out to document, and keep track of the hours, manage things.* (MI-8)
>
> *[A good mentor program should have] Solid, consistent communication . . . teacher support. We're losing some great teachers because we need to help them. There's a lack of support. There's so much more we can do for teachers* (MI-10)

Meetings and Interviews with Conference Personnel

In addition to novice and mentor teacher interviews, the researcher spoke with education superintendents across various conferences, to discover conferences which had mentor programs. Interviews were conducted with the instructional coach in Conference 3 and the assistant education director/head coach of Conference 1.

Several conferences presented working examples of macro and micro-mentoring models in the Adventist education system. The first program, on the West Coast (Conference 1), had an induction program comprising of pre- and post-session meetings at the conference office, a mentor leader, the education superintendent, and an on-going layer of support from instructional coaches throughout the conference. The second one, in the Midwest (Conference 2), provided an assigned mentor at a nearby school, to help as needed. In both cases, these teachers felt support was being provided.

Micro-mentoring: some conferences assigned a mentor to one or two novice teachers. Usually, these dyads were set up during pre-session programming, providing opportunities to get acquainted before the school year began. Often, mentor teachers were assigned to a novice at a nearby school who taught a similar grade level. Usually, teachers had opportunities to observe each other's classrooms. Some conferences paid a

substitute teacher for an observation day. Teachers could contact each other by phone, text, email, or in person when they had questions. Conferences 2 (in the Midwest), 4 (in the Western United States), and 5 (in the Eastern United States), for example, had strong mentoring programs in which a mentor was paired with one or two novice teachers for academic support and encouragement throughout the first or second years. Some provided handbooks for new teachers, as well.

Macro-mentoring: some conferences used a macro-mentoring approach. Instead of assigning one mentor to one novice, these conferences hired one or more instructional coaches to meet the needs of novice teachers throughout the conference. Conference 3 (in the West) has an instructional coach who provides scaffolding to novice teachers for their first two years of teaching. They meet during the pre- and post-session meetings, as well as meeting during the school year to discuss topics pertinent to novice teachers. Teachers throughout the conference can meet with the coach or ask for observation and feedback to encourage their growth as teachers (Personal interview).

Conference 1 uses a similar approach. An assistant education superintendent has a team of seven instructional coaches located at various schools to provide training to teachers at pre- and post-session meetings. During the school year, they meet with novice teachers at their respective schools, individually or in groups. They demonstrate teaching strategies, providing resources and support. They are available to other teachers throughout the conference. Novice teachers are provided release time three times per year for two years when they come to the conference office for training, lunch, and professional development. After two years, each new teacher will have experienced six different presentations to help with professional growth (Personal interview).

Mentoring or instructional coaching during a pandemic looks different than during previous years. When the 2020-2021 school year began, Conference 1 offered pre-session teacher meetings using the Zoom platform to help teachers forced into virtual schooling because of the pandemic emergency measures. The coaches helped teachers use technology and provided academic support.

Informal mentoring: many conferences lack a formal mentoring or coaching program. Informal mentoring is provided by the principal or a veteran teacher (on site or at a nearby school). A conference official may provide support, especially for a teacher in a small school.

A handful of other conferences were providing formal mentoring support. Some conferences had handbooks for new teachers. Some had pre- and post-session induction programming. Some provided formal mentors. Larger schools had instructional coaches on-site or at nearby schools, while teachers in smaller, rural schools were assigned mentors at nearby schools. Teachers kept in touch via Zoom, phone, email, text message, and/or in-person visits.

The researcher interviewed three mentoring coaches across two conferences, to gain an idea of what is possible in Adventist schools. A picture of the goals of mentoring in this environment emerged.

> *[Our program is . . .] designed to walk the teacher from novice to growing professional, to launch them. This should include interaction, in observing and interacting with other teachers, and training.* (MI-13)

> *The instructional coach's main job is to improve student learning, improve student experience. [When coaching a novice teacher], start with an initial question and end with a question. [Coaching training teaches you] how to have a better conversation. Never start with "why." Instead of "help" say "support." How can we leverage your strengths?* (MI-14).

Observation of Pre-Session Meetings

The researcher observed pre-session meetings (Conference 1). In all cases, the goal was to assist the novice teacher grow professionally in the art of teaching. The novices felt comfortable asking questions and were supported by the coach and other administrators assisting them.

Artifacts

To triangulate data, novice and mentor teachers were interviewed, mentoring and coaching sessions were observed, and artifacts were collected. Several education superintendents and teachers provided mentor handbooks or checklists. A couple of novice teachers were given new teacher handbooks in addition to being mentored. In another conference, a mentor teacher provided a copy of the checklist she used for her mentor/mentee meetings. An instructional coach job description is included, as well. Portions of these artifacts can be found in Appendix G, as they contributed to the understanding of the support provided. Some mentoring programs did not use handbooks or checklists.

Issues Facing Mentor Programs in Adventist Schools

Due to budgetary or other reasons, some teachers were not receiving support. Some of these teachers expressed that they wished they had a mentor. In these cases, the lack of assistance could eventually cause burnout, leading novices to exit the teaching profession, perhaps because they did not receive adequate scaffolding.

The Adventist education system presents unique challenges. In both public and private schools, many mentors teach full-time and assist novices in addition to their own class load. Few public-school teachers are assigned to mentor a teacher at another school

site. The geographic distances and small sizes of some Adventist schools require creativity for mentoring with accountability to occur. Some mentors utilized Zoom, phone calls, emails, and texts to circumvent this problem. Some travelled to visit their mentees and observe classrooms in a more traditional way.

Additional Qualitative Findings

The Novice Teacher Survey included some open-ended questions. The first question was, "What advice would you give a new teacher just starting out?" Responses reflected the themes: *Learning from Veterans*, *Classroom Management and Preparation*, *Teacher Growth*, *Communication/Relationships* and *Self-Care*.

Learning from Veterans (25 responses) included advising new teachers to seek advice from veteran teachers or mentors. *Teacher Growth* (24 responses) included reflecting on practice and having realistic expectations for oneself. *Classroom management and preparation* (20 responses) discussed the need for teachers to be organized, have a good classroom management system, and use long-range planning. *Self-care* (11 responses) focused on taking care of oneself, not getting overwhelmed, setting boundaries with others, and remembering God is with you and will help you. *Communication and Relationships* (7 responses) emphasized for timely communication with parents, communicating a love for students, and relationship building with parents, staff, and students. Some responses included aspects of more than one category.

Novices reflected on their experiences in the current year, and reported one thing they had learned that would support them the following year. The most common response focused on *good planning* (7 responses), followed by *consistent grading* (5), *support from other teachers* (5), *focus on student needs* (5), *growth mindset* (5), *organization* (4),

self-care (4), *timely feedback* (3), *documentation* (2), *asking for volunteers* (1*), really listening to parents* (1), and *consistency* (1). Teachers were reflecting and growing from their experiences.

Novices also reported the reasons they had become teachers. Several themes emerged: *Love working with kids* (31), *God called me* (12), and *Love for teaching/my subject* (8). One person had been propelled into teaching by witnessing the joy it brought to previous teachers, and a couple of people had no particular reason that steered them into education.

Mentor teachers indicated the most important ways for teachers to grow professionally: teaching experience in the classroom (70.6%), being reflective on your own teaching (67.7%), conferences/seminars (38.2%), being part of a PLC (35.3%), listening to feedback from other teachers (29.4%), taking college classes (continuing education) (26.5%), reading about pedagogy or classroom management (23.5%), having an informal mentor (17.7%), or mentoring a novice teacher (8.8%).

When asked to give advice to novice teachers, mentors indicated that they should be *Lifelong learners* (8 responses), *Ask other teachers for help* (8), *Allow God to lead* (2), and *Learn from mistakes* (2). Other responses were: to be part of a PLC, maintain good relationships with parents, stay professional, teach from the heart, maintain good classroom management, write yearly plans, and make learning fun.

Qualitative Data Informs Quantitative Findings

The surveys were informative about the support given to novice teachers. Interviews and observations provided a more complete picture of what mentoring looked like for individual teachers. Some teachers experienced traditional mentoring, while

others received support from an instructional coach. Some were mentored informally by veteran teachers. A few felt that they did not receive any support, and they struggled with their successes, failures, and the workload.

The surveys showed moderate levels of commitment to the teaching profession, which was corroborated by the qualitative interviews; but the interviews provided nuanced responses, revealing the responsibilities and frustrations experienced by novice teachers. Interviews augmented teachers' survey responses of what mentoring could and should be, and their desires for support. Table 30 compares the quantitative and qualitative findings.

The sentiment expressed in the quantitative surveys that more needs to be done to support beginning teachers was corroborated by the qualitative findings. Some novices lacked support, or had little contact with an assigned mentor. In some cases, the mentor program was little more than assigning a mentor to a novice, with no accountability at the conference level and no on-going support or benchmarks to meet. There was inconsistency across the NAD regarding mentor programs. Some novice teachers enjoyed structured mentoring or coaching programs, others had informal mentors, but some had no support.

Table 30

Comparison of Quantitative and Qualitative Findings

Quantitative Findings	Qualitative Findings
Commitment levels were moderate in this sample of novice teachers.	Commitment levels were high in the subset. Teachers loved their students, and felt a sense of mission.
Efficacy levels were moderate for implementation, instructional, and relationship self-efficacy.	Novices were more specific about ways they felt they needed help. All were reflective about their practice, and articulated strengths and weaknesses.
The majority felt their administrators cared about their goals and felt they contributed to school success.	Some novices articulated support from administrators, while others lacked social or professional supports.
Mentoring did not have a statistically significant effect on teacher commitment.	Novice and mentor teachers valued mentoring. Those who did not have mentors, wanted them.
Mentoring could be formal (traditional or coaching) or informal.	Novices felt supported by micro-, macro-, or informal mentoring.
Novices and mentors felt specific qualities were needed to be effective- such as listening skills, and be able to help with classroom management and resources.	Novices and mentors felt that effective mentors needed to provide emotional support, have teacher qualifications, and coaching skills.
Mentors indicated that mentoring programs needed to be carefully designed to be effective, including having regular meetings and structure.	Those interviewed felt that mentoring programs needed to be well-structured, be couched in positive school climate, and have accountability at the conference level.
In this study, the model that included administrative support, self-efficacy and mentoring explained 38% of the variance in teacher commitment.	Novices and mentors felt the need for principal (and conference) support and a positive atmosphere to help teachers grow in confidence and abilities.
About 20% of the teachers did not feel supported. Some teachers with mentors never met with them and did not feel support. Others had no mentors, formal or informal.	Some novices felt no mentor support, formal or informal. Some mentors felt programs needed better structure, accountability, and administrative “buy-in” to be effective.

Summary of Findings

Over the course of their teaching careers thus far, eighty percent (79.7%) of those surveyed had received some form of mentoring. Of those with formal mentors, 31.5% had mentors currently, 48.1% had mentors their first year. Many experienced informal mentoring (74.1%). Types of mentoring varied: micro-, macro-, and informal. Sources included colleagues from the same school (25.9%) or from another school (14.8%). Most mentoring occurred as novices had questions. Of the sample, 20% reported no mentoring at all, and 33.3% of the sample desired mentors.

Novices indicated that mentors listened to them (65.1%), shared classroom management ideas (53.5%), and helped them navigate teaching and staff responsibilities (39.5%). Mentors supported novices by listening (70.6%), sharing instructional resources (64.7%), providing feedback about lesson plans (38.2%) and encouraging novices to reflect on their own practice (38.2%).

Although 85.3% of the mentors had not received training before mentoring, the majority of mentored novices were satisfied with the help they received (82.1%). About half (56%) said that the mentor program met their expectations, and 15% indicated that a mentor would have made their year easier, along with planning time (33.3%), parent volunteers (17%), and increased administrative support (15%).

Novices unanimously valued listening skills in a mentor, as well as feedback and practical advice (94.4%), modeling good teaching behaviors (90.7%), encouraging novices to find their own teaching style (90.7%), encouragement (88.9%), and being committed to the teaching profession (85.2%). Mentors indicated that important skills included being encouraging (82.4%), having good listening skills (61.8%), and helping

novices find techniques and approaches that worked for them (55.9%). Comparisons revealed that both novices and mentored valued encouragement and helping the novice find a teaching style that worked for them.

Novices felt that a good mentoring program would provide classroom management strategies (88.9%), time to observe mentor teachers (88.9%), feedback (87%), personal responsibility or accountability for their own growth (81.5%), regular meetings with mentors (75.9%), mentors to observe them teaching (74.1%), and an overall attitude of collaboration (74.1%). Mentors indicated that a good mentor program would entail regular mentor/mentee meetings (76.5%), mentors assisting novices with classroom management strategies (70.6%), training for mentors (50%), and an attitude of helping and sharing (47.1%). Support from the administration was needed (41.2%). Comparing responses showed that both groups valued opportunities for mentor help with classroom management strategies, regular meetings, and attitude of collaboration. Novices (65%) and mentors (about 50%) valued mentor training.

Novices wanted to grow as teachers (96.3%), enjoyed teaching (92.6%), considered teaching to be an excellent profession (88.9%), wanted to continue teaching in Adventist school next year (87%), felt their jobs gave them personal satisfaction (83.3%), and intended to remain at their current school next year (81.5%). About 74% intended to be teaching in 5, or ten years (68.5%). Commitment was moderate (M = 4.27, SD = 0.96).

Teacher efficacy was measured on three subscales. Implementation self-efficacy was moderate (M = 4.04). Novice teachers felt that they could explain difficult concepts (90.7%), use best practices (85.2%), manage misbehaving students effectively (83.4%), motivate students (81.5%), and ask questions to stimulate critical thinking (66.6%).

Instructional self-efficacy was moderately high ($M = 4.37$). All teachers were 'somewhat' or 'very comfortable' interacting with students, direct instruction (92.6%), cooperative learning (85.2%), and professional growth (83.3%). Relationship self-efficacy was moderate ($M = 3.96$). Teachers felt comfortable setting up a classroom (90.7%), interacting with staff (88.9%), and classroom management (85.2%); they were less confident with discipline issues (62.9%) and organizing field trips (50%). Overall, self-efficacy scores were moderate.

Perceptions of organizational support were divided into administrative support and sources of support. Novices indicated administrators felt they contributed to the school's well-being (77.8%), and cared about their goals and values (74.1%). Half of those surveyed said their principals provided supportive communication to them in their first year (50%), and a third felt that principals helped them set professional goals (31.5%). The main sources of support were colleagues (48.3%), principals (44.5%), and the conference (20.5%). Many teachers received informal support from more than one source. About 19% of the novices felt unsupported.

Survey results revealed that mentoring did not have a statistically significant effect on teacher commitment. No correlation existed between mentoring and teacher commitment ($r = 0.05$). The hierarchical linear regression model (Model 2), which included mentoring, self-efficacy and administrative support, explained 38% of the variance in teacher commitment. Administrative support, followed by self-efficacy were the significant predictors of commitment in this study. Teacher commitment was correlated with all three self-efficacy subscales, and with administrative support.

Addition of variables appeared to increase the effect of mentoring. Implications will be discussed in Chapter 5.

The qualitative data revealed both an appreciation of and a need for support. The majority of novices enjoyed their jobs and felt they were growing as teachers (self-efficacy). Some felt supported by their administrators, while others desired mentor support. A few felt overwhelmed with the heavy workload. The qualitative data corroborated the quantitative findings of the variance of experiences of novices. Some experienced a macro-mentoring model, in which an instructional coach was hired by the conference. Other teachers were paired with a mentor at the same or a nearby school to meet as needed (micro-mentoring). Some had handbooks and specific meetings during pre-session and post-session, while others had no support, informal or formal.

The study's conceptual framework was based on Kolb's Theory of Experiential Learning (Kolb, 1981). Applying the model to novice teacher learning reveals this sequence (a) a teacher teaches a lesson (CE); (b) then reflects on the lesson (RO), and (c) considers how to adjust the lesson to meet diverse learning needs (AC); and finally, (d) tries the following day's lesson using the conceptualized modifications (AE).

The research hypothesis was that a mentor could help a novice teacher grow through this cycle, by providing necessary scaffolding, along with self-efficacy and organizational support, so the novice would remain committed to the teaching profession. The data did not support this hypothesis, but indicated that administrative support and self-efficacy, along with mentoring, can improve teacher commitment. Novice teachers indicated a desire for mentoring. With support, early career teachers show professional growth as teachers, and can increase motivation to continue teaching in the future.

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the influence of mentoring, self-efficacy and perceptions of organizational support (POS) on Adventist teacher commitment. The secondary purpose was to identify the characteristics of effective mentors and mentoring programs, while describing novice teachers' mentoring experiences and comparing novice and mentor expectations.

Literature Review

Teacher commitment to the profession is a very important factor in the success of schools (Croswell & Elliott, 2004). Teachers must remain passionate about teaching in order to remain committed (Mart, 2012). Teacher turnover can harm student achievement (Ronfeldt et al., 2013).

Findings from a US Department of Education (DOE) study indicated that about 17% of new teachers in public schools exit the teaching profession within the first five years (Gray & Taie, 2015). Previous research indicated as high as fifty percent of all new teachers leaving the profession within the first five years (Smith & Ingersoll, 2004). Teacher attrition has been increasing over the years (Goldring et al., 2014). Attrition in the United States is higher than among teachers in other countries (Darling-Hammond et al, 2017).

Mentoring programs tend to lower attrition rates for first-year teachers (Smith & Ingersoll, 2004). Darling-Hammond (2011) notes that studies show that mentor programs reduce novice teacher retention rates. Mentoring and induction programs led to higher job satisfaction and retention rates (Ingersoll & Strong, 2011).

Novice teachers who receive mentoring report higher job satisfaction, improved ability to develop lesson plans, more effective classroom management strategies, better questioning techniques, and enhanced student achievement (Callahan, 2016). Mentoring in a content-specific area can raise first-year teacher efficacy (Feng et al., 2019).

Efficacy is a significant predictor of teacher commitment (Chan et al, 2008; Ware & Kitsantas, 2007). Teachers with good self-efficacy are more effective with classroom management (Shohani et al., 2015) Teachers with high level of self-efficiency tend to be more innovative in the classroom, and to use good classroom management and teaching methods (Veisi et al., 2015). Self-efficacy is inversely related to teacher burnout (Yazdi et al., 2014).

POS refers to the perceptions formed by an employee concerning the level of support provided by the organization such as how much the organization values their contributions and cares about their well-being (Uçar & Ötken, 2010). If employees feel that financial and social needs are being met, they are more likely to stay with and be emotionally attached to that organization (Gutierrez et al., 2012). In an educational setting, teachers who feel they fit in to the school's culture are more likely to remain teaching at that school (Pogodzinski et al., 2013).

Research about teacher commitment, mentoring, efficacy, and organizational support in Adventist schools is limited. According to the Profile 2004 report, the majority

of Adventist K-12 teachers were highly educated, certified, and committed to teaching in Adventist schools (Burton et al, 2005). The Profile 2007 report was similar. Responses from 547 teachers were categorized. Fewer than 8% of the teachers indicated they were unlikely to remain in Adventist education for the next three years. Teachers were slightly more committed to the Adventist system than to their current school. These results demonstrate a committed and stable workforce in Adventist education for the NAD (Burton & Telemaque, 2011). However, a more recent report shows a loss of about 1% per year of Adventist teachers from Adventist schools worldwide, or roughly 1000 teachers annually (Beardsley-Hardy, 2017).

The NAD Administrative Summit appointed an NAD Education Taskforce (NADET) in 2014 to assess critically the issues in Adventist education and make recommendations for improvement. Recommendations included improving professional development opportunities and support, especially for teachers at small schools, teaching principals, and principals of boarding academies (Thayer et al., 2017). Examining mentoring as a source of support relating to novice teacher commitment was timely.

Method

A mixed-methods quantitative-qualitative research design was used. The quantitative phase included a descriptive non-experimental survey. The qualitative phase was a multi-site, multi-case study. Data collection included interviews, observations of mentor-mentee meetings, and artifact collection. This approach was used to gain a deeper understanding of the experiences of novice teachers and mentors. Data collection was concurrent, with slightly more emphasis placed on qualitative data to gain a deeper understanding. Qualitative findings augmented quantitative.

Limitations

This study was limited to novice teachers and mentors who taught in Seventh-day Adventist elementary schools, academies, or junior academies, in the NAD. The study was limited by a small, but representative sample size (less than 100 participants).

Major Findings

The primary focus of this study was to determine whether mentoring would increase teacher commitment in Adventist schools. No correlation was found between mentoring and teacher commitment, which was inconsistent with the literature reviewed in Chapter 2, although the addition of variables increased the importance of mentoring in the model. Previous research indicates that well-organized mentoring programs can positively affect teacher commitment (Darling-Hammond, 2017, Ingersoll & Strong, 2011). The researcher noted that many teachers surveyed described being assigned to a mentor, but with no accountability to the conference for the content or structure of these partnerships. Others felt the need for schoolwide or conference-wide support for mentoring programs. Some teachers experienced structure and accountability. There was inconsistency in the type of mentoring programs provided across the North American Division, making it difficult to accurately assess the effect of mentoring system-wide.

Novice teachers described their experiences with mentoring. Some experienced a macro-mentoring model, in which an instructional coach assisted teachers throughout the conference. Others were part of a traditional mentoring dyad, some experienced informal mentoring, and some teachers felt no support. Some expressed a desire for mentoring.

Comparisons of novice and mentor expectations for mentoring revealed that both groups felt a mentor needed to listen and provide resources to assist the novice in

classroom needs, and a mentoring program needed to provide time for mentors and novices to meet, and needed to be couched in a supportive environment. This supports previous research, which acknowledged the role of the mentor in creating a trusting relationship and assisting the novice to create a positive classroom environment with effective instructional strategies (Sowell, 2017).

About 20% of novice teachers in this study reported having no mentoring, formal or informal. The US Department of Education reported statistics from a longitudinal study of beginning teachers in the United States. In the 2007-08 school year, a majority of primary/middle novice school teachers reported having a formal mentor (79.2%), as did the teachers of high school/combined grades (80.2%). Both groups reported (roughly 63%) being moderately or greatly helped by having a mentor. (US Department of Education, BTLS, 2010). Compared with this sample of Adventist school teachers (48.2% reported formal mentoring or a combination of formal and informal mentoring), a need for greater support is indicated. Only 48.1% were mentored their first year.

This group of novice teachers had moderate levels of commitment, efficacy, and perceptions of support. Although previous research had shown mentoring to have a statistically significant effect on efficacy (Feng et al, 2019; Malanson et al, 2014), mentoring did not have a statistically significant effect on self-efficacy in this study.

In this study, mentoring by itself did not explain teacher commitment for novice Seventh-day Adventist teachers in the NAD. However, the role of teacher mentoring appears to become more important in the context of other variables. This research showed that Adventist teachers are moderately committed to the teaching profession in general and to Adventist education, specifically, corroborating earlier research about Adventist

teacher commitment (Burton et al, 2005, 2011). Although not statistically significant, this research suggests that mentoring combined with other factors may play an important role in teacher commitment. This supports previous research indicating that a combination of factors can improve teacher retention. Ingersoll (2012) noted that a combination of mentoring and induction activities, such as supportive communication from the principal, mentoring, reduced teaching load, common planning time, participation in a seminar for novice teachers, and help from a classroom aide all contributed to reduction of turnover.

The best fit statistical model (Model 2) indicated that mentoring with administrative support and self-efficacy explained 38% of the variance in teacher commitment, with administrative support and efficacy as the strongest factors.
A similar study of mentoring, self-efficacy and teacher retention in an induction program reported that 97% of the beginning teachers in that study stated intentions to remain teaching in the following year. However, in that study, there was no statistically significant effect on self-efficacy or mentor-mentee relationships (Henry, 2016).

The qualitative sample provided insights into novice mentoring experiences, changes in commitment, and finally, examined mentoring models in use in Adventist schools. The majority of teachers interviewed reported some formal or informal support. Commitment levels among those interviewed were moderate to high. Mentors indicated a need for accountability and structure for mentoring to be successful, supporting previous research (Darling-Hammond, 2017).

Three working models of mentoring were observed. These models include a traditional mentoring approach, where one mentor is assigned to one novice (micro-

mentoring), a large-scale instructional coaching model for the conference (macro-mentoring), and informal mentoring.

The characteristics desired in a mentor overlapped with previous research. Mentors need to have the competency to help a novice, a willingness to pass along information, ability to engage with the mentee, and a desire to help them grow by providing honest feedback (Russell & Russell, 2011). Pinion, Jr. and Hisel (2019) asked mentees to provide characteristics of successful mentors. Their responses were similar to the novice teacher responses in this study, which observed that the mentoring relationship requires input and effort from both individuals, resulting in a successful partnership.

The characteristics of a successful mentor program identified here overlap with other research findings. The learning community and establishment of collaborative relationships helped novice teacher development (Tammets et al., 2019); teachers value help with professional training, pedagogical knowledge, classroom management, and feedback (Sadiq et al., 2017); and the mentors value common planning times, sharing of resources, and having similar grade level classrooms in close proximity (St. George & Robinson, 2011). Successful mentor programs involve administrative support, support from colleagues, professional growth, modeling, observations and feedback (Benson-Jaja 2010). In Adventist education, a structured mentor program with regular mentor-novice meetings is a valuable form of professional development (Thomas, Dec 2006/Jan 2007).

Although there is little research about novice teachers and mentors in Adventist education, this study corroborated findings from previous research regarding Adventist teachers, indicating that novices want to have mentors (McCune, Dec 1998/Jan 1999), as well as recommendations that better support be provided to Adventist teachers (Thayer et

al, 2017). Although previous research showed that Adventist teachers are highly committed (Burton et al, 2005, 2011), schools are losing teachers which are sometimes being replaced by those not of the faith (Beardsley-Hardy, 2017). This indicates a need to find workable solutions for support.

In this study, mentors and novices identified *emotional support, teacher qualifications,* and *coaching skills* as important qualities of a mentor. The theme of *emotional support* corroborated existing literature, which indicated that novices desired personal as well as pedagogical support (Gilles et al, 2013) and a good mentoring relationship involves good communication and a developing friendship (Strauss et al, 2013). *Teacher qualifications* were also mentioned in previous literature, particularly that mentors needed training before mentoring (Hallam et al, 2012; Waterman & He, 2011), although being an excellent teacher does not necessarily make someone a good mentor (Ambrossetti, 2012). *Coaching skills* is a theme found in the literature (Lipton & Wellman, 2018; Schunk & Mullen, 2013; Richter et al, 2013), as mentors guide novices in their professional growth.

A rich understanding of the experience of novice teachers and mentors was gained from interviews, observations and artifacts. Novice interviews and observations revealed five themes: *a commitment to student success, a sense of mission, inconsistent support, appreciation of support* and *growing professionally over time.* These themes supported previous research among Adventist teachers, noting that Adventist teachers are a committed and stable workforce (Burton & Telemaque, 2011). They have a sense of mission (Knight, 2017), care for students' mental, physical and spiritual growth (Adesegun, 2009) and have the desire to lead students to Jesus (Versteynen, 2008).

Inconsistent support was noted by Adventist teachers who desired more support, particularly from mentors (McCune,1998/1999). More recent research regarding Adventist schools recommended more support be provided for teachers, as well as professional development opportunities (Thayer et al, 2017). Professional development is an important part of a good mentoring program (Benson-Jaja, 2010). Many teachers, even in public school, continue to feel unsupported (Kelly et al, 2018).

Mentor themes included: *a passion for novice success, reciprocal learning and growth,* and *accountability*. Previous research indicated that learning and growth is the collective responsibility of everyone at a school (Feiman-Nemser, 2012). Teachers learn from one another in a supportive environment (Aderibigbe, 2013). Mentoring programs need to be well-organized to be effective (Pogrund & Cowan, 2013). Some Adventist schools have structured mentoring programs to allow learning and growth (Thomas, 2006/2007). Artifact collections revealed scaffolding, structure, and accountability for some of the mentoring programs being offered within the NAD.

The small sampling of novice Adventist teachers ($N = 54$) might not reflect the experience of all novice teachers in the NAD. In addition, mentoring programs are defined differently in different conferences. Teachers who were mentored reported great diversity in their experiences. Some teachers seldom (or never) met with their mentors, while others actively engaged with assigned mentors. There was no consistent mentoring standard across the NAD; rendering it difficult to form a conception of mentoring in Adventist education.

The profile of the novice Adventist teacher was one of commitment, a love for students, a desire to integrate faith and learning, and a sense that one is working for God.

The expectation is that the teacher will draw students to Jesus, nurture spiritual growth, and help students grow mentally, physically, emotionally, and socially. This explains the workload and desire to "go the extra mile." In this context, it is easy to reach a level of burnout without proper support.

Creation of more formal mentoring structures in Adventist education would open up new career pathways to move more teachers into teacher leadership roles, and improve instruction for students. Mentoring is a way for teachers who love teaching to stay in the classroom and be affirmed for being exemplary teachers, recognizing their accomplishments. Giving them release time to help novices is beneficial to all involved.

The researcher was mentored and became a mentor in a successful mentoring program in a Tennessee public school. That program had structure, accountability, and scaffolding. The researcher wanted to examine the influence of mentor programs in Adventist schools. This may inspire further research into this topic.

Recommendations

The topic of providing mentoring or other support to teachers is timely. As demands for educators continue to grow, teachers must have the support they need. Adventist educators often teach in small, even one- or two-room school situations. Lack of appropriate support could influence a lack of commitment to the teaching profession.

Recommendations for Future Research

1. The current study could be replicated while controlling for type of mentoring program, including formal mentoring, informal mentoring, and lack of mentoring. Formal mentoring programs with clear guidelines and accountability might yield a measurable effect on teacher commitment. In

addition, adding more variables, with a larger sample size, could better demonstrate mentoring's effect on commitment among Adventist teachers.

2. The effectiveness of innovative methods of mentoring such as using internet platforms could be investigated. The interviews and observations of coaches supporting novice teachers via Zoom demonstrated that this method of support was feasible in Adventist schools.
3. The role of the principal at Adventist schools in overseeing mentor programs and developing PLCs as support could be studied.
4. Within the Adventist school system, there is a shortage of qualified principals (Ledesma, 2011). Some participants noted that a mentoring system for novice principals would be helpful, particularly since many principals in SDA schools also teach classes. As Ledesma (2011) noted, the average duration in the principal role is between 2.5 and 4 years. Investigation into the current processes used for administrative mentoring would inform a more formal mentoring system and a follow-up study into its effectiveness.
5. Methodology used in this study could be improved by having local conferences forward the survey recruitment letters to the teachers, after approvals were obtained from higher levels of administration.
6. Comparisons between large and small Adventist schools could add to the body of knowledge about mentoring and teacher commitment.
7. Another area for further research would be to evaluate the effectiveness of training all teachers to become peer mentors. A mentor academy in Washington State helps teachers learn to mentor new teachers. Future research

could investigate the effectiveness of providing this opportunity for development of peer mentors, to improve instruction for students.

Recommendations for Practice

1. Improvement of mentoring for novice teachers at small schools is essential. Use of internet platforms could be expanded to overcome geographic distance limitations for support.
2. Conferences should be encouraged to improve support for their teachers, especially novice teachers. The variations in mentoring practices with the concerns and suggestions expressed by both novice and mentor teachers point to a need for clear guidelines and accountability.
3. A novice teacher can be encouraged to take an active role in professional growth by pursuing helpful resources and seeking out helpful mentors, even if they are not available in the immediate environment.
4. Conferences could support teachers to become peer mentors for one another. Perhaps mentoring can be a core opportunity to develop a leader teacher role in Adventist schools. In Washington State, a mentor academy helps teachers throughout the state learn how to mentor new teachers. Mentor sessions are provided free to teachers and are online via Zoom. Teachers provided with these resources could develop their own mentoring and leadership skills and help new teachers with professional growth, creating a PLC.
5. When conferences or individuals engage in the process of identifying potential mentors, they should consider teachers at other schools, retired teachers, or colleagues from the public-school system or a university.

Final Reflections

The results of the quantitative portion of this study indicated that together, mentoring, administrative support, and relationship self-efficacy had a statistically significant effect on teacher commitment. Mentoring with administrative support can help teachers develop efficacy, become better teachers, and perhaps remain committed to teaching in the future. This result would benefit student instruction as well.

This study also indicated qualities which novices and mentors desired in a mentor. Some conferences have structured mentor support for novices, while others do not at this time. Support is important for novice teachers as they teach the curriculum to students.

Conference superintendents throughout the NAD should examine the forms of support offered to their novice teachers. Teachers are important assets to a conference. The conclusions of this research study provide food for thought for conference officials, principals, and veteran teachers.

In the current study, the researcher was impressed with the commitment of most of these teachers. Many considered teaching to be their calling from the Lord and were doing their best to provide the best support possible to their students. This author wishes to see teachers provided with the best possible support for their professional growth.

APPENDICES

APPENDIX A

SURVEYS

Novice Teacher Survey (ESM-1)

Your participation is voluntary. You are free to withdraw from this survey by simply leaving this website. To choose to participate, simply click on the "next" button below. Your responses are confidential and will be used as part of this research data. If you have any questions, please contact Kathy Forbis (forbis@andrews.edu) or at (615) 419-7200.

By completing the survey, you are providing consent for the data to be used in the research study about the effects of mentoring on beginning teacher commitment with the mediating factors of self-efficacy and organizational support. Your information is confidential and will be kept anonymous. By beginning the survey, you acknowledge that you have read this information and agree to participate in the survey.

The Effect of Mentoring on Novice Adventist Teacher Commitment

1. *I agree to participate in this survey. Yes

2. I am willing to be contacted at a later time (if asked) for (check all that apply):

    - an interview
    - an observation of a mentoring session
    - artifacts pertaining to a mentoring program
    - just the survey, thank you
    - to have my name entered in a drawing for a $20 gift card for participating in the survey

This survey assesses commitment, self-efficacy and perceived institutional support among novice teachers. The effects of mentoring are also surveyed.

Assessing commitment, efficacy and perceived institutional support

3. **Demographics:** Number of years teaching (counting current year): 1,2,3,4,5

4. Gender: Male Female

5. Age: 20-29, 30-39, 40-49, 50-59, 60 or above

6. Highest level of education achieved:

    - Bachelors
    - Masters
    - Post-grad (education beyond a masters' degree)

7. Current teaching certifications held (check all that apply)

    - Multiple subject credential
    - Single subject credential
    - Specialist credential
    - Temporary/provisional certificate
    - Other (please specify)

8. In which SDA conference do you teach?

9. Total number of teachers at your school:

10. Total number of students enrolled in your school this year:

11. Number of students in your classroom (If you teach all students such as PE or music, simply indicate the total number of students):

12. What grade(s) do you currently teach? (If you teach only certain subjects, please indicate such as "grade 7, Social Studies")

13. Geographic location of your school (please check one): Rural, Suburban, Urban

14. Grade structure of your school (please check one):

    K-8, K-12, K-10, 9-12, Other (please specify)

15. **Teacher Commitment** (Please rate the following statements using the scale below)

    Not true, Sometimes true, Neutral, Mostly true, Very true

    - Teaching is an excellent profession.
    - I plan to still be teaching in 5 years.

- I plan to still be teaching in 10 years.
- I enjoy teaching very much.
- My job gives me professional satisfaction.
- I plan to be at my current school next year.
- I want to continue to grow as a teacher.
- I want to continue teaching in Adventist school next year.

16. Do you see yourself teaching in Adventist school in 5 years?

    Yes, No, Not sure yet

17. If you see yourself leaving Adventist education, please explain your reason for not remaining.

18. **Teacher Self-efficacy:** Rate your comfort level in the following teacher responsibilities: Not well, Poorly, Neutral, Moderately well, Very well

    - How well can you explain difficult concepts so that your students can understand?
    - How well can you use best practices to meet the needs of your students?
    - How well can you ask questions to stimulate critical thinking?
    - How well can you manage misbehaving students in the classroom?
    - How well can you use effective classroom management procedures?
    - How well do you motivate students?

19. **Teacher Self-efficacy: Please rate the following according to your level of confidence.** Very uncomfortable, Somewhat uncomfortable, Neutral, Somewhat comfortable, Very comfortable

    - Direct instruction
    - Cooperative learning
    - Setting up a classroom
    - Parent-teacher conferences
    - Classroom management
    - Discipline issues
    - Interacting with staff
    - Interacting with parents
    - Interacting with students
    - Professional growth
    - Use of technology
    - Organizing field trips
    - Lesson planning

20. Mentoring: Do you currently have a mentor? YES NO

21. Did you have a mentor during your first year of teaching? YES NO

22. Was your mentor:

    - A colleague teaching at the same school
    - A teacher teaching at another school
    - A retired teacher
    - N/A (if you had no mentor)
    - Other (please specify)

23. To what extent was your mentor helpful in each area (check N/A if you had no mentor): No help at all, Somewhat unhelpful, Neutral, Somewhat helpful, Very helpful, N/A

    - Providing a listening ear when I needed it
    - Providing feedback on my lesson plans
    - Providing feedback after observing me teach a lesson
    - Giving me classroom management ideas
    - Helping me set up my classroom at the beginning of the year
    - Helping me navigate my teaching/staff responsibilities

24. How often did you meet with your mentor?

    - Once a week
    - Once a month
    - As needed
    - No formal meetings. I asked questions when I needed to
    - N/A (I had no mentor)
    - Other (please specify)

25. If you do not currently have a mentor, would you like one? (mark N/A if you have a mentor) YES, NO, MAYBE, N/A

26. Do you receive informal mentoring from anyone? YES NO

27. Organizational Support: who provides the following support to you? (Check the best answer)

    - Conference. School. Colleague. Principal. N/A

- Mentors
- Encouragement/incentives
- Teacher evaluations
- Professional growth
- Computers/technology
- Collegial work environment
- Collaboration opportunities
- Materials/supplies/resources
- Scheduled work time

28. How often does a Conference representative observe your classroom?

    - 1-2 times per school year
    - 3-5 times per school year
    - More than 5 times per school year
    - Never

29. School administrators care about my goals and values:

    Not at all, Very little, Neutral, Moderately, Very much

30. School administrators feel that I contribute to the school's well-being:

    Not at all, Very little, Neutral, Moderately, Very much

31. During your first year of teaching, were you provided with regular, supportive communication from your principal? (If you were in a 1-teacher school or were a teaching principal, mark "N/A.")

    Not at all, Very seldom, Sometimes, Often, Quite a lot, N/A

32. Does your principal provide time to meet with you to set professional goals?

    Not at all, Very seldom, Sometimes, Often, Quite a lot, N/A

33. Does your principal meet with you to discuss teacher evaluations?

    YES, NO, N/A

34. Is there someone at work who encourages my development (principal, mentor, colleague, or Conference)? YES, NO, N/A

35. If you answered "yes" to the previous question, please indicate who provides support (principal, mentor, colleague, or Conference). Please write all that apply. If you answered "no," please write "N/A."
36. **Characteristics of Successful Mentors**: Please check all the qualities that you feel are important to be successful mentors:

    - Mentors should be committed to the teaching profession
    - Mentors must have a good understanding of how adults learn
    - Mentors need to have received training
    - Mentors need to model good teaching behaviors
    - Mentors need to coach novices in good teaching strategies
    - Mentors need to encourage novices
    - Mentors need to be good listeners
    - Mentors need to provide feedback and practical advice
    - Mentors should be exemplary teachers themselves
    - Mentors should support novices as they find their own teaching style (strategies that work for them)
    - Mentors encourage novices in reflective practice

37. In your judgment, how well does/did your mentor possess the qualities you rated as important? (Check N/A if you had/have no mentor)

    Not at all, Seldom, Sometimes, Often, All the time, N/A

38. **Characteristics of a Good Mentoring Program**: Please check all the qualities that you feel are important to a good mentoring program:

    - Training for mentors, before and during mentoring
    - Mentors need to meet with novices on a regular schedule
    - Mentors should help novices with lesson planning
    - Mentors should help novices with classroom management strategies
    - Mentors should assist novices with setting up the classroom environment
    - Time for mentors to observe novices teaching
    - Mentors should provide feedback to novices
    - Time for novices to observe mentors teaching
    - Mentors should work with only one novice at a time
    - Mentors should be paired with a novice close to the same grade level
    - Mentors and novices should mutually decide on content on which to work
    - Novices need to take some responsibility for learning and growth too
    - An attitude of collaboration among teachers should be evident

- Formal mentoring can be for one to two years
- Novice teachers need to reflect on their teaching and make changes as needed

39. In your judgment, how well does/did the mentoring program at your school meet the criteria you feel is important? (N/A if you had/have no mentoring program at your school) Not at all, Seldom met these expectations, Moderately, Regularly met these expectations, Very well, N/A
40. What advice would you give to a new teacher starting out?
41. Being a new teacher is challenging. Looking back over your school year this year, what comes to mind as something important you learned that will support you next year?
42. What one thing could have made this an easier year this year for you?

- More support from administration or conference
- A teacher assistant or parent volunteer
- Mentor
- Smaller class size
- Planning time
- Reflecting more on my practice
- Other (please specify)

43. What were your primary reasons for becoming a teacher?
44. **Contact Information:** If you are willing to be contacted at a later date for an interview, or for an observation of a mentor/mentee meeting, please include your name and a current email address. Thank you. This is optional.

Name; Email Address;

Thank you for participating in this survey. The survey is confidential, and will be used for research purposes only. Blessings!

Mentor Teacher Survey (ESM-2)

The Effect of Mentoring on Mentor Adventist Teacher Commitment

Your participation is voluntary. You are free to withdraw from this survey by simply leaving this website. To choose to participate, simply click on the "next" button below. Your responses are confidential and will be used as part of this research data. If you have any questions, please contact Kathy Forbis (forbis@andrews.edu) or at (615) 419-7200.

By completing the survey, you are providing consent for the data to be used in the research study about the effects of mentoring on beginning teacher commitment with the mediating factors of self-efficacy and organizational support. Your information is confidential and will be kept anonymous. By beginning the survey, you acknowledge that you have read this information and agree to participate.

1. *I agree to participate in this survey. Yes

2. I am willing to be contacted at a later time (if asked) for (check all that apply):

    - an interview
    - an observation of a mentoring session
    - artifacts pertaining to a mentoring program
    - just the survey, thank you
    - to have my name entered in a drawing for a $20 gift card for participating in the survey.

Assessing characteristics of mentors and mentoring programs

This survey assesses positive qualities of successful mentoring programs and characteristics of successful mentors.

3. **Demographics:** Number of years teaching (counting current year):

    1-5, 6-10, 11-15, 16-20, 21-25, 26-30+

4. Gender: Male, Female

5. Which category best describes your age:

    20-29 years old, 30-39, 40-49, 50-59, 60 or above

6. Highest level of education achieved: Bachelors, Masters, Post-grad,

    (education beyond a master’s degree)

7. Current teaching certificates held (check all that apply):

    - Multiple subject credential
    - Single subject credential
    - Specialist credential
    - Temporary/provisional certificate
    - Other (please specify)

8. Total number of teachers at your school:

9. Total number of students enrolled at your school this year:

10. Number of students in your classroom? (If you teach all students in a particular subject, such as PE or Music, write the total number of students taught). If retired, write "retired."

11. What grade(s)do you currently teach? (If you teach only certain subjects, please indicate, such as "Grade 7, Social Studies."). Write "retired" if you are retired.

12. In which Conference do you teach/mentor?

13. Geographic location of your school (please check one): Rural, Suburban, Urban

14. Grade structure (please check one):

    K-8, K-12, K-10, 9-12, Other (please specify)

15. **Mentoring:** Are you currently a mentor? YES, NO

16. Have you been a mentor in previous years? YES, NO

17. How often do you help novice teachers in the following ways?

    Never, Seldom, Sometimes, Frequently, Very often
    - Providing a listening ear when needed
    - Providing feedback about lesson plans
    - Observing a lesson and providing feedback
    - Giving classroom management ideas
    - Helping set up a classroom at the beginning of the year

- Helping a novice with long-range lesson planning
- Sharing instructional resources
- Encouraging novices to reflect on their own practice

18. As a mentor, were you given training (before mentoring)? YES, NO

19. When you have mentored a novice teacher, to what degree has this improved your experience as a teacher? Not at all, Very little, Neutral, Improved my experience, Greatly improved my experience

    - Helped me evaluate my own techniques as I sought to help another teacher
    - Motivated me to want to share my experience
    - Gave me fresh ideas from the novice teacher I was helping
    - Providing/receiving feedback has helped me grow as a teacher

20. What are three characteristics of a good mentor? Please check top 3.

    - Encouraging
    - Good listening skills
    - Positive attitude
    - Honesty
    - Flexibility
    - Good understanding of how adults learn
    - Patient
    - Helping novice find approaches and techniques that work for them
    - Other (please specify)

21. What are the 5 most important characteristics of a good mentor program? Please check top 5.

    - Regular mentor/mentee meetings
    - Support from the administration/principal
    - School-wide attitude of helping and sharing
    - Training for mentors
    - Mentor assists novice with setting up the classroom
    - Mentor assists novice with weekly lesson planning
    - Mentor assists novice with long-range lesson planning
    - Mentor assists novice with classroom management strategies
    - Mentor observes novice's class and provides feedback
    - Novice observes mentor's class and reflects

22. In your years of teaching experience, what do you believe is the most important way to grow professionally? Please check top 3.

    - Teaching experience in the classroom
    - Mentoring a novice teacher
    - Being part of a professional learning community at your school
    - Conferences/seminars
    - Taking college classes (continuing education)
    - Reading books about pedagogy, curriculum, classroom management
    - Having an informal mentor yourself
    - Listening to feedback from other teachers
    - Being reflective on your own teaching
    - Other (please specify)

23. In your experience, in what area do you provide the most help to novices?

    - Helping set up a classroom at the beginning of the year
    - Helping a teacher create long range lesson plans
    - Helping a teacher create weekly lesson plans
    - Helping a teacher prepare for Back-to-School night
    - Helping a teacher prepare for Parent-Teacher conferences
    - Providing tips and assistance for classroom management techniques
    - Observing a novice's lesson and offering feedback
    - Allowing a novice to observe a lesson you are teaching
    - Providing resources- lesson tips, websites, art ideas, etc.
    - Being available if the novice needs to ask questions
    - Having a weekly mentor/mentee meeting
    - Assisting novices with preparation of report cards
    - Other (please specify)

24. As you reflect on your teaching career, what advice might you share to support a novice teacher?

25. Contact Information: If you are willing to be contacted at a later date for an interview, or for an observation of a mentor/mentee meeting, please include your name and a current email address. Thank you. This is optional.

Name; Email Address

Thank you for taking the survey. Results are confidential and for research purposes only. Blessings!

APPENDIX B

INTERVIEW AND OBSERVATION PROTOCOLS

Novice Teacher Interview Questions

Note: These were guiding questions. The researcher may add or change some questions depending on how the interview is going.

1. Can you please describe your level of commitment to the teaching profession?
2. If you were mentored, will you please describe your mentoring experience for me?
3. In what ways have you grown as a teacher this year? Please explain.
4. In what ways does your school support you as a teacher? Please explain.
5. What are the qualities necessary to be a good mentor for a novice teacher?
6. What are your strengths as a teacher?
7. Reflecting on your teaching, what are some areas you would like to improve next year?

Mentor Teacher Interview Questions

Note: These are guiding questions. The researcher may add or change some questions in the course of the interview.

1. What are the most important characteristics of a good mentor program?
2. What traits do you need to be a successful mentor?
3. Do you/did you enjoy being a mentor teacher this year? Why or why not?
4. Please describe what the mentor program looked like at your school.
5. What do you focus on when you mentor a novice teacher?

Observation Protocol: Mentor/Mentee Meetings

1. The researcher will observe and record the Mentor/mentee session using the Zoom platform.
2. The researcher will confirm that the mentor and mentee are volunteering to have this session recorded for use in the research study. She will explain that all information is confidential and will not be used for any other purpose. She will ask them not to address each other with last names, only first names.
3. The researcher will explain that she will simply be observing and recording the session, in order to gain a better understanding of how the mentor helps the novice teacher to grow and develop as a teacher. The researcher will not be participating in the session in any way. The researcher will ask the mentor and mentee not to direct any questions or comments to her-simply pretend she is not there and conduct the session as they normally would.
4. The mentor and mentee will conduct their session as they would normally do.
5. When the session is finished, the researcher will take a few minutes to ask questions in order to clarify anything that was observed that was unclear.
6. The researcher will restate what she thought she observed, in order to make sure that she correctly understood what was being observed.
7. Following this meeting, the researcher will transcribe the information and code and code into themes. She may contact the participants in order to do member checking to make sure the themes are correct.

(These sessions may be conducted via Zoom or cell phone due to distance).

APPENDIX C

IRB DOCUMENTS

Institutional Review Board (IRB) Approval Letter/ IRB Modification Form

Andrews University
Office of Research & Creative Scholarship

October 31, 2018

Kathleen Forbis
Tel. 615-419-7200
Email: forbis@andrews.edu

RE: APPLICATION FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS
IRB Protocol #:18-096 **Application Type:** Original **Dept.:** Teaching, Learning & Curriculum
Review Category: Exempt **Action Taken:** Approved **Advisor:** Anneris Coria-Navia
Title: The Effect of Mentoring on Novice Adventist Teacher Commitment with the mediating factors of Self-efficacy and Perceived Organizational Support.

Your IRB application for approval of research involving human subjects entitled: "*The Effect of Mentoring on Novice Adventist Teacher Commitment with the mediating factors of Self-efficacy and Perceived Organizational Support*" IRB protocol # 18-096 has been evaluated and determined Exempt from IRB review under regulation CFR 46.101 (b) (2). You may now proceed with your research.

Please note that any future changes (see IRB Handbook pages 12) made to the study design and/or informed consent form require prior approval from the IRB before such changes can be implemented. Incase you need to make changes please use the attached report form.

While there appears to be no more than minimum risks with your study, should an incidence occur that results in a research-related adverse reaction and/or physical injury, (see IRB Handbook pages 18-19 this must be reported immediately in writing to the IRB. Any research-related physical injury must also be reported immediately to the University Physician, Dr. Katherine, by calling (269) 473-2222.

We ask that you reference the protocol number in any future correspondence regarding this study for easy retrieval of information.

Best wishes in your research.

Sincerely,

Mordekai Ongo
Research Integrity and Compliance Officer

Institutional Review Board – 8488 E Campus Circle Dr Room 234 - Berrien Springs, MI 49104-0355
Tel: (269) 471-6361 E-mail: irb@andrews.edu

Andrews University
Office of Research & Creative Scholarship

June 17, 2019

Kathleen Forbis
Tel. 615-419-7200
Email: forbis@andrews.edu

RE: APPLICATION FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS
IRB Protocol #:18-096 **Application Type:** Original **Dept.:** Teaching, Learning & Curriculum
Review Category: Exempt **Action Taken:** Approved **Advisor:** Anneris Coria-Navia
Title: The Effect of Mentoring on Novice Adventist Teacher Commitment with the mediating factors of Self-efficacy and Perceived Organizational Support.

Your IRB **modification** application for approval of research involving human subjects entitled: "*The Effect of Mentoring on Novice Adventist Teacher Commitment with the mediating factors of Self-efficacy and Perceived Organizational Support*" IRB protocol # 18-096 has been evaluated and determined Exempt from IRB review under regulation CFR 46.101 (b) (2). You may now proceed with your research.

Please note that any future changes (see IRB Handbook pages 12) made to the study design and/or informed consent form require prior approval from the IRB before such changes can be implemented. Incase you need to make changes please use the attached report form.

While there appears to be no more than minimum risks with your study, should an incidence occur that results in a research-related adverse reaction and/or physical injury, (see IRB Handbook pages 18-19 this must be reported immediately in writing to the IRB. Any research-related physical injury must also be reported immediately to the University Physician, Dr. Katherine, by calling (269) 473-2222.

We ask that you reference the protocol number in any future correspondence regarding this study for easy retrieval of information.

Best wishes in your research.

Sincerely,

Mordekai Ongo
Research Integrity and Compliance Officer

Institutional Review Board – 8488 E Campus Circle Dr Room 234 - Berrien Springs, MI 49104-0355
Tel: (269) 471-6361 E-mail: irb@andrews.edu

ANDREWS UNIVERSITY
Institutional Review Board
irb@andrews.edu Phone: (269) 471-6361

MODIFICATION, RENEWAL OR FINAL REPORT FORM

This form is for (check one):
__X_ **Modification** of investigators or protocol, or to report adverse events
____ **Renewal** of approved protocol
____ **Final Report** of completed protocol

PROJECT TITLE: *"The Effect of Mentoring on Novice Adventist Teacher Commitment with the mediating factors of Self-efficacy and Perceived Organizational Support"*
AU IRB Protocol Number: #18-096
IRB Approval Expiration Date: _____

PRINCIPAL OR STUDENT INVESTIGATOR
Last Name: Forbis First Name: Kathy
E-Mail Address: forbis@andrews.edu Phone number: (615) 419-7200
Department: Teaching, Learning, Curriculum

CO-PRINCIPAL INVESTIGATOR OR ADVISOR
Last Name: Coria-Navia First Name: Anneris (Dissertation Chair)
E-Mail Address: anneris@andrews.edu Phone number: 269-471-6235
Department: Teaching, Learning, and Curriculum

CURRENT STATUS OF RESEARCH PROJECT
Please answer questions 1-2 to determine if this project requires renewal by the IRB.

1. Data collection is complete. ___Yes X No (Project must be reviewed for renewal.)
2. Analysis of data is complete. ___Yes X No (Project must be reviewed for renewal.)

- If you have answered **"Yes" to BOTH** of the above questions, the project may be closed.

3. Have there been changes in Principal or Co-Principal Investigators? ____ Yes X__ No
   (If yes, indicate the current Investigators on an attached sheet.)

4. Has the approved protocol been modified or added to with respect to:
   a. Procedures X Yes ___No
   b. Subjects __Yes X No
   c. Design __Yes X No
   d. Data collection __Yes X No
   (If yes to any item, provide the details on an attached sheet.)

5. Have there been any adverse events that need to be reported to the IRB? ____ Yes X__ No
   (If yes, provide details on an attached sheet.)

Mrs. Kathy Forbis 6/3/19
Principal/Student Investigator Signature (name) Date

_____ _____

APPENDIX D

NAD CORRESPONDENCE

North American Division Department of Education Consent

Arne Nielsen arnenielsen@nadadventist.org 3/12/2019

Hi Kathy,

Yes, that is correct. Please work through Conference Superintendents and/or associates to make your initial contacts. There is not official form, however, you may notify in your inquiry that it is NAD approved.
Best,

Arne Nielsen

VP for Education

Email: arnenielsen@nadadventist.org

Cell: (407) 448-3585

Work: (443) 391-7284

From: Kathy Forbis <forbis@andrews.edu>

Sent: Monday, March 11, 2019 4:34 PM

To: Arne Nielsen <arnenielsen@nadadventist.org>

Cc: anneris@andrews.edu

Subject: RE: Mentoring surveys for my dissertation research

Importance: High

Mr. Nielsen,

Thank you so much for this opportunity! I appreciate it and look forward to moving forward with my research. I was in the process of contacting Union Conference officials when I realized that I needed the approval of the NAD Office of Education, so I had contacted about 5 of 8 people. But I think you are referring to contacting the Superintendents of the individual conferences (Alaska, Montana, Northern CA, etc.). If I understand correctly, I need to contact each superintendent of the individual conferences directly to locate candidates for the study.

With that in mind, I will plan to contact them. If I have misunderstood what you said, please let me know. Please communicate my appreciation to the NAD Union Directors of Education Committee. I definitely want to work within their parameters. Did they issue a document that I could attach to my emails to the Conference officials indicating that I have received permission to conduct my research within the NAD? Thank you again for your time and help.

Blessings,

Kathy Forbis

From: Arne Nielsen [mailto:arnenielsen@nadadventist.org]

Sent: Sunday, March 10, 2019 6:43 AM

To: Kathy Forbis

Subject: RE: Mentoring surveys for my dissertation research

Hi Kathy.

The NAD Union Directors of Education Committee has voted a qualified “Yes”.

In addition, they would like for you to communicate directly with Conference Superintendents to locate candidates for the study before contacting teachers directly.

Wishing you success as you move ahead with your research.

Kindest regards,

Arne Nielsen

VP for Education

Email: arnenielsen@nadadventist.org

Cell: (407) 448-3585

Work: (443) 391-7284

From: Kathy Forbis <forbis@andrews.edu>

Sent: Thursday, March 7, 2019 9:55 PM

To: Arne Nielsen <arnenielsen@nadadventist.org>

Subject: RE: Mentoring surveys for my dissertation research

Thank you so much. I look forward to hearing from you.

Blessings,

Kathy

From: Arne Nielsen [mailto:arnenielsen@nadadventist.org]

Sent: Thursday, March 07, 2019 2:54 PM

To: Kathy Forbis

Subject: RE: Mentoring surveys for my dissertation research

Hi Kathy—

I am in the process of surveying our Union Directors of Education to ascertain the needed permissions for you to contact/survey employees. I will call or email you when I have the results.

Best,

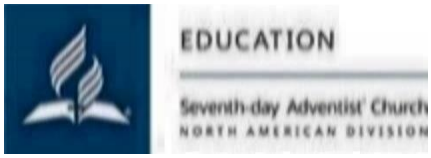
Arne Nielsen

VP for Education

Email: arnenielsen@nadadventist.org

Cell: (407) 448-3585

Work: (443) 391-7284



From: Kathy Forbis <forbis@andrews.edu>

Sent: Thursday, March 7, 2019 1:00 PM

To: Arne Nielsen <arnenielsen@nadadventist.org>

Cc: anneris@andrews.edu

Subject: Mentoring surveys for my dissertation research

Importance: High

Dear Mr. Arne Nielsen,

My name is Kathy Forbis and I am a PhD candidate in Curriculum & Instruction at Andrews University. I have completed my coursework, and my dissertation topic, "*The Effect of Mentoring on Novice Adventist Teacher Commitment with the mediating factors of Self-efficacy and Perceived Organizational Support"* has been approved by the Institutional Review Board of Andrews University.

As a veteran teacher of both Adventist and public schools, I have seen the tremendous benefit strong mentoring programs can have. I wish to survey all novice

teachers (less than 5 years' teaching experience), those with mentors and those without. I also wish to survey mentors. The study will involve:

1. A one-time survey via SurveyMonkey for novice teachers to take, and a one-time survey via SurveyMonkey for mentor teachers to take. The Novice Teacher Survey takes about 10 minutes to complete and asks questions about teacher commitment, self-efficacy, perceived organizational support, and mentoring. The Mentor Teacher Survey takes about 5 minutes to complete, and asks questions about the qualities needed in a good mentor and characteristics of good mentor programs.
2. After collecting this quantitative data, I wish to interview a small number of selected teachers, both veterans and novices, for a deeper understanding of the constructs being examined.
3. I also wish to observe a few selected mentor/mentee meetings.
4. I wish to collect copies of some artifacts, such as mentor handbooks and mentor/mentee meeting checklists.
5. I wish to survey all novice and mentor teachers within the North American Division, except for the Guam-Micronesia Mission and the SDA Church in Canada.

I was hoping to send out the surveys right away (they are ready), and then I found out a couple of days ago that I need approval from the NAD Office of Education before commencing this research.

I apologize for being unaware of the protocol. I am looking forward to discussing the steps needed for me to obtain approval from the NAD Office of Education. I have attached the IRB approval letter from Andrews University.

I am excited to discuss this research project with you. I can be reached by phone, email or text message. I am in the Pacific Time Zone (Pasco, WA). Please let me know the best time to call you so we can discuss this further. I have copied this email to my dissertation chair, Dr. Anneris Coria-Navia at Andrews University, as we discuss the next steps of my research.

Thank you so much for your time.
Blessings,
Kathy Forbis
PhD candidate
Andrews University
(615) 419-7200

APPENDIX E

CORRESPONDENCE WITH CONFERENCES

Letter 1: To the Conferences

Date: _____ 2017

Education Department: _____ Conference
Attn: _____, Associate Superintendent

Dear _____:

Hi! My name is Kathy Forbis and I am currently a PhD candidate in Curriculum & Instruction at Andrews University. I am about to embark on a research project for my dissertation which will involve studying the effects of mentoring on novice teacher retention within the Adventist school system (elementary and secondary). As part of my preliminary research, I have emailed all the Union Conferences in the contiguous states within the NAD to inquire whether there are mentoring programs in place already, and in which of their conferences. _____ from the _____ Union Conference indicated that I should contact each individual conference education department within the _____ to find out what mentoring programs are in place. ____ suggested that I speak with you.

I know you are busy, but I wondered if you could take a few minutes to tell me what the mentoring programs look like in the _____ Conference.

1. Does every school in your conference have a mentoring program?
2. What does the mentoring program entail? Assigning a novice teacher (0-3- or 0-5-years' experience) to a veteran teacher? Mentor/mentee meetings once a week? Once a month? Does the novice get release time to observe in a mentor's classroom? Does the mentor observe and provide feedback to a novice's lesson?
3. Is there a Professional Growth Plan in which the principal meets with the novice once or twice a year to set professional goals for the following year? Take note of growth?
4. Do the mentors receive training/materials before being assigned to a mentor?
5. Is there a manual I could access which outlines the procedures for the program?
6. Are there other activities included as part of the mentoring program (induction activities)?
7. If there are no mentoring programs in place, are there plans for one in the future?

If it would be more convenient for you to discuss this with me by phone, please indicate the best times/dates to contact you, and I will be happy to do so.
Thank you in advance for your help with this.

Blessings,
Kathy Forbis
PhD candidate, Andrews University
(615) 419-7200
Note: When this official responded, we had a phone interview. She answered each question in detail, and sent me a copy of the handbook used in their conference. Other conferences responded that there were no mentoring programs; others returned typed answers or consented to a phone interview. Some conferences did not respond.

Letter 2: To the Union Conferences

August 5, 2018

Education Department:_____Union Conference
Attn: _____

Dear Sir or Madam:

My name is Kathy Forbis and I am currently a PhD candidate in Curriculum & Instruction at Andrews University. I am embarking on a research project for my dissertation which will involve studying the effects of mentoring on novice teacher commitment within the Adventist school system (elementary and secondary).

As part of my preliminary research, I emailed all the Union Conferences in the contiguous states within the NAD last Fall 2017 to inquire whether there are mentoring programs in place already, and in which conferences. I am grateful to those who responded to my questions about mentoring. I know all of you are busy, so I am not sending you a list of questions to answer this time. Instead, I am seeking your permission to send out my survey to novice and mentor teachers within your Union Conference.

At this time, I have received Institutional Review Board approval from the IRB at Andrews University (please see attached letter) for my research project, *The Effect of Mentoring on Novice Teacher Commitment with the mediating effects of teacher efficacy and perceptions of organizational support.* The results of this study could be informative in helping novice teachers feel more supported in the profession, and could improve teacher retention in Adventist schools.

I am seeking 100% percent participation of all novice teachers in your Union Conference schools (teachers with 0-5 years' experience). I am also seeking 100% participation from all the teachers who are mentoring within your Union Conference. With your approval, I will upload the Novice Teacher Survey (ESM-1) and the Mentor Teacher Survey (ESM-2) into SurveyMonkey, where your teachers will be able to access it.

What I am asking from you:

May I have your permission to survey the novice and mentor teachers within your Union Conference? This would involve a one-time survey on SurveyMonkey.

With your approval, I would contact each Conference within your Union Conference or contact each individual school within your conference, whichever you prefer, to seek the email addresses of the teachers so that I could send the Recruitment Documents (which include a description of what the study entails, and a consent form). If teachers indicate their willingness to participate in the surveys, I would email them the link to the survey on SurveyMonkey.

I will also be interviewing a few novice teachers (both mentored and non-mentored) and a few mentor teachers about their experiences as novice teachers and about good mentoring programs, respectively. I will also be seeking to observe a few mentor-novice meetings. I will ask permission for this on the Consent Form.

After teachers take the survey in December, I will follow-up with a few teachers who have indicated willingness to be interviewed or observed. I will collect a few artifacts (such as mentor teacher checklists) for this research.

I would greatly appreciate your help with this project. This mixed methods study is part of the requirements to earn my PhD in Curriculum & Instruction. When finished, I hope to help train prospective teachers at the college level.

In order to conduct this research project within your Union Conference, I respectfully ask for an Institutional Consent Form from you, which will allow me to contact the schools within your Union Conference. With permission from the Union Superintendent, I can send the letter to the schools, showing permission to conduct my research within your schools.

If you have questions about my research project, please feel free to contact me. I can be reached by phone or text at (615) 419-7200. I am also available via email at forbis@andrews.edu.

Thank you for your time. I know you are busy.
Thank you for your thoughtful consideration.
Blessings,
Kathy Forbis
PhD candidate
Andrews University

Attached please find a copy of the Recruitment Documents, which describe the study and include a consent form. Thank you again. God bless!

Letter 3: To the Conferences or Schools

August 7, 2018

_____Conference or School

_____, ____ _____

Attn: _____

Dear Sir or Madam:

My name is Kathy Forbis and I am currently a PhD candidate in Curriculum & Instruction at Andrews University. I am embarking on a research project for my dissertation which will involve studying the effects of mentoring on novice teacher commitment within the Adventist school system (elementary and secondary).

I have received Institutional Review Board approval from the IRB at Andrews University (please see attached letter) for my research project, *The Effect of Mentoring on Novice Teacher Commitment with the mediating effects of teacher efficacy and perceptions of organizational support.* The results of this study could be informative in helping novice teachers feel more supported in the profession, and could improve teacher retention in Adventist schools.

Also, please find attached the Institutional Consent form from your Union Conference, granting permission for me to conduct my research with schools and teachers within your Union Conference.

I am seeking 100% percent participation of all novice teachers in your Union Conference schools (teachers with 0-5 years' experience). I am also seeking 100% participation from all the teachers who are mentoring within your Union Conference. With your approval, I will upload the Novice Teacher Survey (ESM-1) and the Mentor Teacher Survey (ESM-2) into SurveyMonkey, where your teachers will be able to access it.

What I am asking from you:

May I have your permission to survey the novice and mentor teachers within your conference/school? This would involve a one-time survey on SurveyMonkey.

With your approval, I would contact each school within your conference or contact each novice or mentor teacher within your school, whichever you prefer, to seek the email addresses of the teachers so that I could send the Recruitment Documents (which include a description of what the study entails, and a consent form). If teachers indicate their willingness to participate in the surveys, I would email them the link to the survey on SurveyMonkey.

I will also be interviewing a few novice teachers (both mentored and non-mentored) and a few mentor teachers about their experiences as novice teachers and about good mentoring programs, respectively. I will also be seeking to observe a few mentor-novice meetings. I will ask permission for this on the Consent Form.

After teachers take the survey in December, I will follow-up with a few teachers who have indicated willingness to be interviewed or observed. I will collect a few artifacts (such as mentor teacher checklists) for this research.

I would greatly appreciate your help with this project. This mixed methods study is part of the requirements to earn my PhD in Curriculum & Instruction. When finished, I hope to help train prospective teachers at the college level.

If you have questions about my research project, please feel free to contact me. I can be reached by phone or text at (615) 419-7200. I am also available via email at forbis@andrews.edu.

Thank you for your time. I know you are busy.

Thank you for your thoughtful consideration. I hope you will allow me to contact your schools/teachers to conduct my research.

Blessings,
Kathy Forbis
PhD candidate
Andrews University

Attached please find a copy of the Recruitment Documents, which describe the study and include a consent form. Thank you again. God bless!

APPENDIX F

PARTICIPANT RECRUITMENT AND CONSENT

August 3, 2018

Dear Sir or Madam:

My name is Kathleen Forbis and I am a PhD candidate in Curriculum & Instruction at Andrews University. As part of my degree requirements, I will be conducting a research project to determine the effect of mentoring on novice teacher commitment among Seventh-day Adventist school teachers. I will also be examining the effects of mentoring, self-efficacy and perceptions of organizational support on teacher commitment to the profession.

As a teacher who has taught for roughly sixteen years, in both Adventist and public schools, I have a keen interest in the effect of mentoring on teacher commitment. A large body of research indicates that strong mentoring programs improve teacher retention and efficacy rates in public schools. Yet, very little research has been conducted in Adventist schools on this topic. While some Adventist schools have mentoring programs, many do not.

I am sending this survey to novice teachers (0-5 years' experience) in the North American Division of Seventh-day Adventists who are currently employed at an Adventist school, in any grade level from Kindergarten to grade 12. I am also sending it to their mentors, when applicable.

Participation in this survey is voluntary. I am hoping for 100% participation, in order to obtain a large data set from which to draw quantitative and qualitative data, so that results may be generalizable to the population of Adventist teachers. The study will include one survey, distributed in December of 2018. The survey will collect quantitative data on the effect of mentoring on teacher commitment. If you choose to participate, you will be asked for your contact information if you are willing to participate in a follow-up interview, or if you would allow me to observe a mentor/mentee session if you are working in a mentoring partnership. If you have a mentor, your mentor may be asked questions regarding qualities necessary in a mentor, and best practices of a good mentor program. Your contact information will only be used for the purposes of the study, and will be destroyed when the study is completed. Your information will not be given to anyone else, and will be strictly confidential.

Please know that your participation would be greatly appreciated. Your honest responses may help improve the experience of novice teachers in the Adventist education system.

If you choose to participate, please complete the attached consent form for the study, "*The Effect of Mentoring on novice Teacher Retention in Adventist Schools."* You can choose to complete the surveys and indicate if you are willing to do a follow-up interview, or mentoring session observation.

Twenty participants will be randomly selected to receive a $20 Amazon gift card. The researcher will send gift cards to these teachers at the conclusion of the study. If you would like your name included in the opportunity drawing, please indicate this on the consent question on the survey.

Your help is greatly appreciated.
Thank you and God bless you.
Kathy Forbis
PhD Candidate
Andrews University
(615) 419-7200

Consent Form- Novice Teacher

I understand this consent form is asking for my participation in the research study, "The Effect of Mentoring on Novice Teacher Retention in Adventist Schools."

I understand that I will be asked to complete one survey on SurveyMonkey. The survey will ask questions about mentoring, self-efficacy, organizational support, and the experience of being a novice teacher.

Participation in this study is voluntary. I can decline to participate at any time, and it is my choice whether I wish to be interviewed or observed at a later time. I understand that this survey has been approved by the Institutional Review Board at Andrews University and meets its requirements for studies with human subjects. My contact information will be confidential and will only be used to contact me for a possible follow-up interview and/or observation, or to send an Amazon gift card. At the completion of the study, this contact information will be destroyed.

Please check all that apply and sign this form. I agree to:

_____ participate in the above-mentioned research study, which involves completing one survey. I also agree to be interviewed at a later date if I am contacted by the researcher and to be observed in a mentor/mentee meeting of which I am a participant, and to allow the researcher to see any mentoring documents used at my school, if applicable.

_____ agree to complete the survey mentioned above.

_____ agree to be interviewed by the researcher at a later date.

_____agree to submit artifacts, if asked.

_____ agree to be observed in a mentor/mentee meeting, of which I am a participant.

_____ decline to participate in a survey, AND decline to participate in the follow-up interviews. I also decline to allow the researcher to observe a mentor/mentee meeting of which I am a participant. I decline to submit artifacts.

I would like to put my name in for the random drawing for an Amazon gift card: Y N
(Please circle Yes or No)

_____ _____

Signature (Please print name/ then sign) Date

Consent Form- Mentor Teacher

I understand this consent form is asking for my participation in the research study, "*The Effect of Mentoring on Novice Teacher Retention in Adventist Schools."*

I understand that I will be asked to complete one survey on SurveyMonkey. The survey will be given in December of 2018. The survey will ask about characteristics of effective mentors and best practices of an effective mentoring program.

Participation in this study is voluntary. I can decline to participate at any time, and it is my choice whether I wish to be interviewed or observed at a later time. I understand that this survey has been approved by the Institutional Review Board at Andrews University and meets its requirements for studies with human subjects. My contact information will be confidential and will only be used to contact me for a possible follow-up interview and/or observation, or to send an Amazon gift card.

Please check all that apply and sign this form. I agree to:

_____ participate in the above-mentioned research study, which involves completing one survey. I also agree to be interviewed at a later date if I am contacted by the researcher and to be observed in a mentor/mentee meeting of which I am a participant, and to allow the researcher to see any mentoring documents used at my school, if applicable.

_____ agree to complete the survey mentioned above.

_____ agree to be interviewed by the researcher at a later date.

_____agree to submit artifacts, if asked.

_____ agree to be observed in a mentor/mentee meeting, of which I am a participant.

_____ decline to participate in a survey, AND decline to participate in the follow-up interviews. I also decline to allow the researcher to observe a mentor/mentee meeting of which I am a participant. I decline to submit artifacts.

I would like my name entered into the drawing for the Amazon gift card: Y N (Please circle Yes or No)

_____ _____

Signature (Please print name/ then sign) Date

APPENDIX G

ARTIFACTS

Mentor Handbooks and Checklists

Mentoring Checklist

New Teacher/Mentor Checklist

New Teacher:

Mentor Teacher:

Skills Date:	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Lesson Plans Completed by Thursday										
Grading Completed by Friday										
Jupiter Updated (see form on back)										
Assessments Conducted in first semester Reading, Math, and Writing/Spelling										
HELP/Questions Spiritually Emotionally Physically	Done									

Signatures:

Conference Office of Education

2016-2017

The Connected Mentor Teacher Program

Conference office

“As iron sharpens iron, so a man sharpens the countenance of his friend.” Proverbs 27:17

Purpose: To promote the retention of effective teachers, both beginning and veteran to a profession of lifelong ministry for His kids.

Definition: A process of opening our lives to others, of sharing our lives with others; a process of living for the next generation.

Qualifications for a mentor: The _____ Conference Office of Education will select candidates based on the following qualification:

- Seventh-day Adventist Denominational Certification (Standard or Professional Teaching Certificate)
- Regular Teaching Status (minimum of six years of experience)
- Continued professional enrichment
- Effectiveness as a teacher

  See "What Is A Mentor?"

Benefits of being a part of the mentoring program:

- Professional and personal growth from being connected
- UP to 24 Hours Professional growth hours with completed paperwork and time

Process:

Mentors are to report quarterly to _____ at _____ Office of Education using the "Quarterly Progress Report" form regarding progress on all of the following:

1. Stage 1: The mentor and mentee become acquainted and informally clarify their common interests, shared values and professional goals.
   a. Use "Mentor/Mentee – Getting to Know Your Partner Questionnaire"
   b. Spend some non-academic time together

2. Stage 2: The mentor and mentee communicate initial expectations and agree upon some common procedures and expectations as a starting point.
    a. Use “A Checklist for Mentors”
    b. Use “Needs Assessment Questionnaire”
    c. Use “Topics of Conversation for Mentors and Mentee Teachers”
3. Stage 3: Gradually, needs are filled. Objectives are met. Professional growth takes place. New challenges are presented and achieved.
    a. Use “Connecting Teachers Through Questioning”
    b. Use “Self-Mentoring Questions”
    c. Optional to request specific assessment questioning for targeted areas
    d. Use “A Road Map for Collaborative Planning”
4. Stage 4:
    a. Create a lesson plan together and schedule a time to team-teach the lesson. Allow time to debrief afterward.
    b. Arrange to observe the mentee teacher during one or more lessons. Decide ahead of time what areas to focus on for observation. Provide feedback on those areas.
    c. Repeat either of the items in Stage 4 depending on what is most beneficial to the mentee.
5. Stage 5: The mentor and mentee redefine their relationship as colleagues, peers, partners and/or friends. Ideally, each moves on to new mentor/mentee relationships to continue on their pathway of life-long growth.

Communication That Brings Results:

Every mentor/mentee relationship is different. Each individual brings a rich diversity of strengths and qualities that are unique that will inevitably color the partnership; nevertheless, one element is vital to any successful mentor/recipient relationship and that element is communication. The means and the frequency of that communication may well vary, but the guidelines that will ensure its effectiveness are the same.

- Keep an open mind and positive attitude
- Be an active listener
- Be an empathetic listener
- Encourage constant communication
- Create the time to communication on a regular basis
- Allow your communication to be friendly and warm
- Share your knowledge, experience, and expertise freely
- Ask the necessary questions
- Affirm, support, and validate one another
- Facilitate and channel resource information
- Reiterate the element of confidentiality when necessary
- Be aware of signs of discouragement, fatigue, and burnout
- Be optimistic about the successful outcomes of your communication
- Explore various forms of communication and choose the most suitable form for your partnership

We are encouraging mentor/mentee teams to engage in some form of communication at least once a week.

Resources:

- Mentoring the Strategy of the Master by Ron Lee Davis
- Winning Strategies for Classroom Management by Carol Cummings, ASCD (2000)
- How to Survive as a Teacher Leader by John G. Gabriel, ASCD (2005)
- Qualities of Effective Teaching by James Stronge (2002)
- Surviving the First Year of Teaching by Harry K. Wong
- Differentiation Growth Scale
- Leading and Managing a Differentiated Classroom, ASCD (2010)

Thank you to Ken Bullington from Central California Conference for your Mentor Teacher Program www.ccedu.adventistfaith.org

A CHECKLIST FOR MENTORS (HELP FROM SITE ADMINISTRATORS)

Getting your new teachers off on the right foot is an essential part of helping them and you succeed. There are many things that a new teacher or a teacher new to your building needs to know before school starts and during the first few weeks. Although this is not an exhaustive list, it should give you an idea of the things that you or a mentor should keep in mind.

- Obtained the new teacher's contact information and given him/her mine.
- Given him/her an informational packet on classroom management, unit and lesson planning, and assessments.
- Helped him/her create the most effective room setup.

- Talked with him/her about homework, late work, grading, and attendance policies.
- Provided him/her with copies of the NAD and conference standards.
- Made him/her aware of websites that support learning objectives.
- Provided him/her with sample syllabi and course objectives.
- Given him/her an example of a greeting letter to parents.
- Given him/her instructional supplies and explained how to obtain them in the future.
- Discussed the fire drill and crisis procedures with him/her.
- Emphasized the importance of creating three days of emergency lesson plans.
- Given him/her a copy of a failure/tardy/absence form letter.
- Spoken with him/her about the importance of being firm yet fair with students early in the year.
- Discussed his/her disciplinary plan with him/her.
- Stressed the importance of having an engaging lesson on the first day of school instead of simply going over rules and policies.
- Given him/her an example of a classroom survey so that he/she can get feedback from his/her students.
- Spoken with him/her about what to do and say and what not to do and say on Back-to- School Night and given him/her a parent information sheet for that evening.
- Reviewed a system for documenting situations concerning students.
- Discussed setting goals that we will review at the semester break.

- Set aside time during the first month of school and subsequent teacher work days to touch base with him/her.
- Modeled professional behavior through my interactions with colleagues, bell-to-bell instruction, valid assessments, timely return of assignments, and a positive yet honest, realistic attitude.
- Discussed what the first day of school should include.

–Adapted from “How to Survive as a Teacher Leader”, John G. Gabriel (2005 ASCD)

NEEDS ASSESSMENT QUESTIONNAIRE FOR MENTEE TEACHERS

Name of Mentor Teacher _____

Date Submitted _____

Part A. Please choose the items that most clearly indicate your level of need for assistance in the area described.

1. _____ Finding out what is expected of me as a teacher
2. _____ Communicating with the principal
3. _____ Communicating with parents
4. _____ Communicating with students
5. _____ Planning home visits
6. _____ Planning church visits
7. _____ Integration of faith & learning
8. _____ Organizing and managing my classroom
9. _____ Maintaining student discipline
10. _____ Obtaining instructional resources and materials
11. _____ Planning for instruction
12. _____ Managing my time and work
13. _____ Diagnosing student needs
14. _____ Evaluating student progress
15. _____ Motivating students
16. _____ Assisting students with special needs
17. _____ Dealing with individual differences among students
18. _____ Understanding the curriculum

19. _____ Completing administrative paperwork

20. _____ Using a variety of teaching methods – Differentiated Instruction

21. _____ Facilitating group discussions

22. _____ Grouping for effective instruction

23. _____ Administering standardized achievement tests (ITBS/ITED)

24. _____ Understanding the conference system's teacher evaluation process

25. _____ Understanding my responsibilities as a teacher

26. _____ Dealing with stress

27. _____ Communicating with my mentor via email and phone calls

28. _____ Team teaching with my mentor

29. _____ Other area(s) _____

Part B. Please respond to the following items.

List any professional needs you have that are not addressed by the proceeding items.

_____

_____

_____

What additional types of support should the conference provide you and other mentee teachers?

_____

_____

_____

Mentor/ Mentee Checklist

August/September

☐ Introduce yourself to the mentee and introduce the mentee to staff members in your building (nurse, counselor, department coordinators/chairpersons, team leaders, etc.)

☐ Take a tour of the building/area

☐ Show location of materials (stapler, construction paper, etc.)

☐ Share checkout procedures for books, materials, etc.

☐ Tour teacher workroom: supplies, copy machine procedures, etc.

☐ Review assigned duties & responsibilities for each duty

☐ Share teacher dress code (Friday Spirit Day, etc.)

☐ Discuss/share grade level/content area or department daily class schedules

☐ Share lesson plan expectations & example of weekly plan

☐ Share first day/week activities—provide guidance on organizing the first day & first week

☐ Review testing dates, administration procedures, etc.

☐ Discuss/share opening announcement procedures & expectations

☐ Explain procedures (attendance, tardies, lunch count)

☐ Discuss arrival/dismissal procedures

☐ Discuss playground rules (if applicable)

☐ Discuss student dress code & procedures when a refraction occurs

☐ Share building forms (nurse, hall pass, office, etc.)

- ☐ Review procedures for fire drills and escape route
- ☐ Discuss FYI issues regarding school culture and customs
- ☐ Set up a scheduled time to meet as mentor/mentee each month
- ☐ Share how teaching is going
- ☐ Review homework policy & share ideas regarding assignment submission by students
- ☐ Go over student make-up work policies
- ☐ Discuss upcoming or completed observations by administrative staff
- ☐ Discuss understanding of how to write weekly lesson plans that focus on student learning & benchmarks/expectations
- ☐ Discuss any beginning of the year assessments that need to be administered
- ☐ Discuss concerns about students who might be struggling & identify possible interventions
- ☐ Clarify and discuss any points at faculty, team, grade/department level meetings
- ☐ Share grading guidelines, deficiency notices, quarterly grades
- ☐ Review grade book & record keeping system
- ☐ Discuss communicating with parents, tips for upcoming Open House procedures & share agenda/presentation ideas
- ☐ Discuss Special Education and/or RTI referral process
- ☐ Review parent communications, open house, etc.
- ☐ Informal check-in and mutual sharing
- ☐ Classroom discipline plan

☐ Grade book

☐ Progress reports

☐ Parent contacts (Think aloud regarding parent contacts and preparing for student/parent conferences)

☐ Substitute folder

☐ Make sure you have scheduled conference times for: clarifications questions/problem-solving around group issues, materials, and classroom management

☐ Establish a basic contact schedule for first month

☐ Leave notes of encouragement in mailbox

☐ List any other items discussed _____

October

☐ Share & bring each other up-to-date what has been happening in your classroom

☐ Review monthly district/building activities

☐ Discuss formal observation(s) or upcoming observations

☐ Examine/discuss classroom management/discipline plan & maintaining class control

☐ Observe each other's classroom teaching sometime between October through December (one observation each during this time frame)

☐ Debrief department, grade level, team, and committee meetings

☐ Answer questions about unknown terms or unclear processes

☐ Be prepared to explain the rationale for or history behind comments/decisions

☐ Start identifying students needing accommodations for state or district testing (if applicable)

☐ Discuss school holiday/function policies (parties, dances, food, activities) and best practice for these events

☐ Review grade reporting system & how grade reports will be distributed to parents

☐ Continue discussion on parent/teacher conferences & tips in how to conduct

☐ Discuss any potential difficult conferences & suggest support personnel that might attend the conference

☐ Turn in Mentor/Mentee Log to building principal

☐ Joint planning for time management and new instructional units

☐ Review teaching videos and discuss strategies/applications

☐ Discuss MAP objective and testing

☐ Discuss report cards

☐ Investigate methods of parent/teacher communication

☐ Preparation for parent/student/teacher conferences

☐ List any other items discussed

November

☐ Share & bring each other up-to-date what has been happening in your classroom

☐ Review monthly district/building activities

☐ Discuss & share how parent teacher conferences went

☐ Discuss upcoming observations and formal observations, walk-throughs, etc.

☐ Discuss how busy both professionally and personally it is between Thanksgiving & Winter Break and how to keep the students engaged & productive

☐ Discuss concerns/successes of students

☐ Share e-mail & parent communications

☐ Discuss procedure for snow day/delayed starts

☐ Identify students needing accommodations for state and district testing (if applicable)

☐ Appraise instructional pacing

☐ Review holiday units & activities

☐ Share "tricks of the trade" to get through the upcoming weeks

☐ State requirements for certification

☐ Encourage contact and activities with colleagues

☐ Think aloud regarding student motivation

☐ Share personal time management strategies

☐ Discuss impact of student extra-curricular activities

☐ Check with mentee periodically to ensure communication lines are working

☐ Discuss professional development opportunities

☐ List any other items discussed

December

☐ Document accommodations for state and district testing (90 days prior to testing)

☐ Brainstorm and share ideas on how to plan meaningful and engaging activities for the days prior to winter break

☐ Discuss upcoming observations and formal observations, walk-through, etc.

☐ Discuss the importance of rejuvenation activities during Winter Break

☐ Discuss pacing and curricular progress

☐ Calibrate overload and assist in determining priorities

☐ Provide information/clarification regarding end-of-course exams, grades and report cards

☐ Think aloud regarding goals for second semester

☐ Bad weather call list

☐ Discuss quality professional development opportunities

☐ Celebrate successes

☐ List any other items discussed

January

☐ Review and discuss first semester experience

☐ Discuss and/or assist in developing personal goal or professional development plan for second semester

☐ Document accommodations for state and district testing (90 days prior to testing)

☐ Review report cards/progress reports to send home

☐ Contacting parents of struggling students

☐ Examine second semester classes/schedule

☐ Discuss upcoming observations and formal observations, walk-throughs, etc.

☐ Discuss home communications & ideas to strengthen home/school connections—postcards home, e-mail communications, newsletters, tips to parents, etc.

☐ Discuss how to prepare students for upcoming testing

☐ Mutual sharing of professional growth goals and strategies

☐ Joint planning for upcoming units

☐ Clarify schedules, recordkeeping, reporting, etc.

☐ Encourage collaborative opportunities with other colleagues

☐ Discuss Retention Policy

☐ Think about supplies and materials for next year – Start the list

☐ List any other items discussed

February

☐ Review monthly district/building activities

☐ Discuss upcoming testing (state or district testing, etc.) for requirements, procedures & documentation of accommodations has been done for designated students

☐ Discuss learning resources to suggest to parents when asked how they can help support their student's learning

☐ Review confidentiality policy of information

☐ Discuss upcoming observations and formal observations, walk-throughs, etc.

☐ Observe mentee's classroom teaching--between February through May.

☐ Explore team teaching opportunities

☐ Think aloud regarding student performance data and its use

☐ MAP objectives and testing

☐ Clarify/share information regarding final evaluations, schedules (spring break, student testing, etc.)

☐ Review professional development log

☐ Collaborate on observations by mentee and mentor

☐ Explore team teaching opportunities

☐ List any other items discussed

_____

March

☐ Review testing schedule, testing procedures & suggestions for conducive testing environment

☐ Review accommodations for designated state and district testing students prior to testing dates

☐ Become aware of professional organizations in your discipline or area of interest

☐ Look for upcoming workshops, classes, professional development opportunities

☐ Discuss curricular pacing

☐ Provide information/clarification on student files/records, parent conferences, etc.

☐ MAP and standardized testing procedures

☐ Testing skills

☐ Schedule an observation for mentee to see another teacher presiding in the classroom

☐ Retention policy

☐ Celebrate successes

☐ List any other items discussed

April

☐ Discuss procedures for end of year events, ordering, field trips, etc.

☐ Review information from meetings for clarification, etc.

☐ Have mentee observe another teacher's classroom

☐ Discuss end-of-year schedules, final evaluation, student testing, field trips, etc.

☐ Classroom inventory

☐ Requisitions, materials, and supplies

☐ Summer school

☐ Student's permanent record

☐ Discuss progress on Professional Development Plan

☐ List any other items discussed

May/June

☐ Discuss procedures for closing up the end of the school year—room preparation

☐ Ordering procedures for next school year

☐ Review information from meetings for clarification, etc.

☐ Celebrate successes

☐ Schedule a reflecting conversation

☐ Final check for clarification on parent contacts and reports

☐ Finalize in-service/workshop hours form - OASYS

☐ Help mentee “pack up”

☐ List any other items discussed

_____

Beginning Teacher Self-Assessment Inventory

In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources and set learning goals.

1. I am really anxious about this.
2. I'm okay, but it would be good to talk about this.
3. I've got this under control, at least for now.

Information about Policy/Procedures Accessing Resources

___The teacher-evaluation system ___Organizing/setting up classroom

___Paperwork and deadlines ___Accessing instructional materials

___Expectations of the principal ___Arranging field trips

___Expectations of my colleagues ___Ordering materials

___Communicating with parents ___Using the library/media resources

___Standardized tests ___Working with special services

___Development & implement a professional development plan

___Participate in an entry-year mentor program

___Participate in a performance-based teacher evaluation

Working with Students Managing Time

___Establish class ___Organizing my day/week

___Motivating reluctant learners ___Lesson Planning

___Maintaining student discipline ___Following the daily/weekly schedule

___Assessing student needs ___Attending meetings

___Differentiating instruction for learners activities

___Supervising extracurricular individual

___Implementing the curriculum ___Opportunity for professional development

___Evaluating student progress ___Maintaining personal/professional balance

Other areas I'd like to address:_____

Office of Education

Instructional Coach

JOB DESCRIPTION

Purpose:

The Instructional Coach, having both content and instructional expertise, will work as a colleague with classroom teachers to support student learning and teacher practice. The Instructional Coach will focus on individual and group professional learning that will expand and refine the understanding about research-based effective instruction for teachers.

In order to meet this purpose, the Instructional Coach will provide personalized, 1:1 support based on the goals and identified needs of individual teachers.

Responsible to:

Director of Instructional Coaching
Building Principal/Teaching Principal

Qualifications:

Bachelor's degree
Master's degree preferred
SDA Standard Teaching Credential
SDA Professional Teaching Credential preferred
Minimum of five years of successful teaching experience
Experience in researched-based instructional practices
Desire to continue career improvement
Previous coaching or teacher leadership experience
Deep knowledge of and experience in:

- Instructional strategies
- Conditions of Learning
- Assessment driven instruction (teaching/learning process)
- Effective communication, collaboration, and interpersonal skills for building an environment with a common instructional focus, promoting initiatives, and conveying expectations
- Ability to design and deliver quality professional development for administrators and teachers

Outstanding presentation and facilitation skills

Essential Functions

1. Demonstrated ability to communicate in a professional manner both orally and in writing

2. Demonstrated strength in organization, communication skills and efficiency in meeting deadlines
3. Demonstrated ability to function as a positive collaborative member of a team
4. Facilitate the intellectual and professional development of teachers with a focus on improving student achievement
5. Create positive relationships with teachers and administrators.
6. Communicate and demonstrate researched-based instructional practices that result in increased student performance.
7. React to change productively and handle other tasks as assigned.
8. Provide individualized, classroom-based coaching with participants to support them in implementing good instructional practices.

General Responsibilities:

1. Demonstrate willingness to assume leadership positions.
2. Provide organized, individual and/or group learning opportunities for teachers as needed.
3. Provide support in analyzing student assessment data.
4. Assist teachers with instructional decisions based on assessment data when requested.
5. Assist teachers with specific classroom activities when requested.
6. Provide support for classroom motivation and management strategies.
7. Assist teachers in creating materials that are in alignment with curriculum.
8. Provide teachers resources related to instruction and curriculum.
9. Provide assistance in researching instructional and/or curriculum issues.
10. Model effective, differentiated instruction when requested.

11. Provide encouragement and emotional support to teachers.
12. Encourage ongoing professional growth for all teachers.
13. Manage time and schedule flexibility to maximize teacher schedules and learning.
14. Work positively toward meeting identified conference and building improvement goals.
15. Assist with development of district curriculum, instruction and assessments.
16. Develop and maintain a confidential, collegial relationship with teachers.
17. Possess an understanding of when to contact administrators regarding issues of safety/ethics.
18. Perform duties as assigned by the Principal and the Director of Instructional Coaching.
19. Participate fully in professional development for coaches, including peer observations, professional research and reading, and inquiry sessions.
20. Assist teachers in aligning their teaching with appropriate standards, curriculum and assessments.
21. Work collaboratively and collegially with other Instructional Coaches

Mentoring's 4 "C's" (the 4th C is Confidential)

	Consulting	Collaborating	Coaching
Purpose	To provide information, technical assistance	To share ideas, to problem-solve	To improve instructional decision making and increase reflectivity in practice
Focus	Includes logistical information (how we do things around here), content and pedagogical knowledge base	Reciprocal support of growth and improvement with practice	Nonjudgmental support for planning, reflecting, problem-solving (cognitive aspect of teaching)
Actions	Providing resources, demonstrations (including model lessons), offering directions (completing forms, where/how to's, etc.)	Brainstorming co-planning/co-teaching, exchanging resources, action research	Learning-focused conversations which include inquiry, reflection, generation of insights regarding professional practice
Language	Pay attention to … you should… it's important that you… always, keep in mind…	We might… let's examine… how might this affect our…?	What might be some ways to…? What are some additional possibilities? What are some connections between?

Deadly Sins of Mentoring

Neglect

"For the relationship to work, you have to commit the time."

Leaks

"Nothing kills the trust in a mentoring relationship faster than a breach of confidence."

PC [politically correct] Faux Pas

"You need to pick up on cultural and gender differences. If you're paired with someone who differs from you in either race or gender, or both, be sensitive to these differences."

--Sandy Sarvis, Fannie Mae

TABLE OF CONTENTS

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PROFESSIONAL EXPERIENCE

	2020-Present	Homeschool Teacher
Tri-City Adventist School	2018-2020	Substitute Teacher
Pasco, WA	2017-2018	Volunteer
Henderson, NV	2015-2016	Homeschool Teacher
Williamson County Schools	2005-2010	Elementary School Teacher Computer Lab Assistant
Nevada-Utah Conference of Seventh-day Adventists	1999-2004	Elementary School Teacher
Northern California Conference of Seventh-day Adventists	1996-1999	Elementary School Teacher
Guam-Micronesia Mission of Seventh-day Adventists	1994-1996	Elementary School Teacher
Far Eastern Division of Seventh-day Adventists	1992-1993	English & Bible Teacher

PROFESSIONAL CREDENTIALS

Reading Specialist Credential; Elementary Professional Teaching Credentials: Seventh-day Adventist and California State credentials